

Aston on Trent Pre-School

Memorial Hall, Aston-on-Trent, Derbyshire, DE72 2AX



Inspection date	17 December 2015
Previous inspection date	23 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide a friendly, welcoming and well-resourced environment. Children develop strong and close attachments to staff. Children are happy, self-motivated and move around the room with confidence. Frequent praise and encouragement help to promote children's confidence and self-esteem.
- All children, including funded children, make good progress in their development. Staff observe and assess of what children can do and use the gathered information to good effect. Staff effectively check on children's development over time and promptly identify gaps in children's learning. They then plan activities to close the gaps quickly.
- Staff manage children's behaviour well. They are positive role models and provide clear explanations to help children know what is expected. Children show respect for others and play harmoniously together. They share toys and learn to take turns.
- The manager, committee and staff use reflective practice effectively to drive forward improvements. They have successfully addressed the actions and recommendations raised at the last inspection. For example, the security of the building is now robust and children enter and leave the building safely.
- Parental involvement in their children's learning is highly valued and well promoted. Managers and staff keep parents well informed about their children's progress and provide ideas to help them support their children's learning at home.

It is not yet outstanding because:

- Some staff do not ask questions that encourage children to use a wide range of vocabulary. Also, they do not always allow children enough time to respond.
- Sometimes, staff do not provide extra challenges that enthuse children to investigate even more. Teaching is not focused on helping older children to think at a higher level and increase their problem-solving skills.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen teaching practice to improve opportunities for children to further develop their speaking and skills
- provide children with more activities and resources for them to effectively create or solve problems for themselves and use their exploratory and thinking skills even more.

Inspection activities

- The inspector spoke to the manager, members of staff and children at appropriate times during the inspection.
- The inspector observed children at play, both inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's learning records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the policies and procedures and the manager's action plan.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Leadership is very effective. The manager is passionate about her role. She uses her knowledge well to successfully run the pre-school. Children's safety is promoted extremely well through robust safeguarding procedures. Safeguarding arrangements are effective. Staff know the action to take if they have a concern about a child in their care. There are vigorous recruitment procedures to ensure the suitability of staff, which are carried out by the committee. The manager completes inductions, supervision sessions and appraisals with the staff to help enhance their performance. She identifies staff's training needs effectively to widen their continuous professional development. Staff are committed and work effectively as a team to help promote the needs of the children and their families. Partnerships with other professionals and the local school are well established.

Quality of teaching, learning and assessment is good

Staff have a secure understanding of the learning and development requirements. They understand well that children learn through play. They plan a broad range of activities and learning experiences according to children's interests and learning priorities. Overall, teaching is good. Staff are very enthusiastic and interact with children in positive ways and promote children's learning very well. Group sessions are organised well. Children listen and concentrate and enjoy listening to stories and discussing the items they have brought from home. Children are active and demonstrate that they enjoy their time at the pre-school. Children's physical development is good. They move well and gain good control and coordination of their bodies as they ride bicycles outside. Children send letters to Santa and develop their early writing skills well. Children count and use mathematical language, such as, how many, big and small as they make crowns. They pick up sequins and carefully place them in a pattern. They are proud of their creations and are keen to share these with staff.

Personal development, behaviour and welfare are good

Children settle in quickly as they arrive at the pre-school. There is a good key-person system and staff know the children very well. Children use their independence skills well. They decide where and what they want to play with. Children follow good healthy lifestyles. They are encouraged to follow an effective hygiene routines, such as handwashing. They benefit from daily use of the outdoors, gaining plenty of fresh air and exercise as they, run, jump and climb. Staff provide healthy and nutritious snacks. Children learn about food as they talk about where milk comes from and the difference between a grape and a raisin. Staff discuss the children's feeling and those of their friends to help develop their empathy and understanding. Children are beginning to form positive relationships with others and respect each others' views. Staff support children well to prepare for their next stage in learning.

Outcomes for children are good

Children make good progress and are acquiring key skills for future learning. They have good self-help skills and a positive attitude to learning. They have good early literacy and mathematical skills.

Setting details

Unique reference number	206712
Local authority	Derbyshire
Inspection number	1028320
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	37
Name of provider	Aston-On-Trent Pre-School Committee
Date of previous inspection	23 October 2013
Telephone number	07890 748179

Aston on Trent Pre-School was registered in 1992. The pre-school is run by a committee. The pre-school opens from 9.05am until 12.05pm, Monday to Friday term time only. There is an option daily to stay for lunch club from 12.05pm until 1.05pm on each day. The pre-school receives funding for free early education for three- and four-year-old children. The pre-school employs eight members of childcare staff. Of these, four hold an appropriate early years qualifications at level 3. The business manager has Qualified Teacher Status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

