

Etwall Preschool

Frank Wickham Hall, Portland Street, Etwall, Derbyshire, DE65 6JF



Inspection date

13 April 2016

Previous inspection date

27 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- The passionate and committed staff team has made many improvements since the last inspection. Good use has been made of training and the monitoring of staff practice. Teaching is now consistently strong.
- The pre-school offers very good support for children with special educational needs and/or disabilities. The dedicated coordinator works effectively with parents, carers, and external agencies and professionals to identify and support children's needs.
- The staff team provides very effective and consistent settling-in support for children who are new to the pre-school. Staff reassure and distract children, for example, using discussions about the routine to remind them of what happens now and next.
- Staff are very effective in supporting children's speaking and problem-solving skills. They use well-phrased questions to encourage children to think, describe or explain. They regularly introduce new vocabulary with clear explanations to support children's understanding.
- Staff provide a well-planned range of activities and equipment to support children's understanding of how to stay safe. They extend activities to include parents and carers where appropriate to ensure children's safety when they are outside of the pre-school.

It is not yet outstanding because:

- Leaders and managers do not always identify how areas for improvement will enhance practice and raise the attainment of children to the highest level.
- On occasions, staff do not have enough information about the next steps of the children they are working with to enable them to fully help all children to make the best possible progress.

What the setting needs to do to improve further

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

- focus more precisely on action planning to clearly identify how areas for improvement will enhance outcomes for children
- provide staff with even more information about the next steps of children they are working with to fully enhance the support for all children's learning and help them to make even faster progress in their development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the supervisor.
- The inspector held a meeting with the supervisor. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents and carers during the inspection and took account of their views.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management is good

The management team has a clear vision that focuses on improving the quality of the provision for all children. There are effective systems in place to manage the performance of staff and ensure that they continue to demonstrate their suitability. There is efficient and focused coordination of support for children who speak English as an additional language. Staff work well with other settings that children attend to provide consistency in their care and learning. The management team regularly evaluates practice and also gathers feedback from parents and carers. The arrangements for safeguarding are effective. The pre-school undertakes appropriate checks on new staff to establish their suitability. Staff are knowledgeable about child protection issues. Children are well supervised and the effective deployment of staff promotes children's safety throughout the session.

Quality of teaching, learning and assessment is good

All staff make regular and useful observations of children's learning. They use this information to make accurate and precise assessments of children's stage of development. Staff clearly identify what their key children need to learn next. However, this information is not shared regularly enough with other staff members to enable them to fully support children's learning as they move between activities. There are good partnerships with parents and carers. Staff share information about children's progress and ideas of how parents and carers can support learning at home. Parents and carers praise many aspects of the pre-school. In particular, they praise the staff, information sharing, how ready children are for school and the support for children who have special educational needs. Staff make good use of information about children's progress. They use this information well to identify what they need to change to support children's learning in all areas.

Personal development, behaviour and welfare are good

Staff provide very good support to manage children's behaviour. They consistently reinforce the rules and expectations. Staff are very calm and quickly assess any minor disruptions, before encouraging children to think about and accept the needs of others. Staff teach children important values, such as respecting the similarities and differences of others. The effective organisation of the hall provides a good range of activities and plenty of space to move around. Staff provide continual access to the outdoor area, which supports children's interests. Staff effectively support children's understanding of being healthy through activities and routines, such as snack time. The pre-school provides good support for children to prepare them as they move on to school.

Outcomes for children are good

Children's speaking skills are developing well. They join in with discussions, explain what they are doing and offer suggestions to problems. Children make purposeful decisions about their play. They are independent and engage well with activities. Children enjoy exploring and investigating the environment. All children are working within the expected stage of development for their age and are developing the skills they need for their next stage of learning.

Setting details

Unique reference number	206763
Local authority	Derbyshire
Inspection number	1014037
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	39
Name of provider	Etwall Pre-School Community Interest Company
Date of previous inspection	27 April 2015
Telephone number	07906857210

Etwall Preschool was registered in 2000. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 3.15pm on Monday and 9.15am until 12.15pm Tuesday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

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