

Newton Solney Pre School

Newton Solney C of E Infant School, Trent Lane, Newton Solney, Burton-on-Trent,
Staffordshire, DE15 0SF



Inspection date

Previous inspection date

10 May 2016

28 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 are effective and consistent in promoting children's independence. They strongly encourage children to persevere with tasks. They support children's engagement in activities and praise achievements.
- Staff make good use of assessment of children to find out all about their learning and development. They have a clear plan of what children need to learn next. This includes how they support children who have special educational needs or disability.
- There is good partnership working with parents and carers. Staff gather useful information when children first start at the pre-school. They provide regular assessments of children's development, including how they have settled and what their next steps in learning are.
- Staff make good use of their location on the school site. They frequently link in with activities with the school to prepare children for their move to the Reception class. They also provide a range of activities in the school and outdoor area to broaden children's experiences and learning.
- Staff attend a varied range of training. They share this knowledge with others to develop skills across the staff team. They make good use of the information to support children's learning and development.

It is not yet outstanding because:

- On occasion, staff do not extend children's learning far enough to help them to make the best possible progress.
- Although performance management systems are in place, they are not sufficiently focused on specific aspects of teaching, in order to improve practice and raise children's achievement to the highest level.

What the setting needs to do to improve further

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

- enhance planning so that children are provided with a high level of challenge during all activities that helps them to make more rapid progress in their learning
- focus more precisely on supporting staff to raise the quality of the teaching, helping children to make the highest levels of achievement.

Inspection activities

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

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Appropriate checks are undertaken on staff to establish their suitability to work with children. This includes at the time of recruitment and on an ongoing basis. Staff are knowledgeable about child protection issues. The manager tests staff's understanding to clarify their knowledge. The manager makes relevant changes to practice and ensures she checks on the usefulness of newly implemented systems. Staff regularly discuss practice at staff meetings, as well as what support children need. The manager makes effective use of assessment information to ensure that no children, or groups of children, are falling behind. The pre-school takes a proactive approach to sharing and gathering information, where children attend other settings. The manager makes good use of her involvement in regular network meetings to strengthen the links with other settings.

Quality of teaching, learning and assessment is good

The staff are well qualified and provide consistently good support for children's learning and development. They plan the session well so there is plenty of variety for children. This includes free play, adult-led activities that children can choose to participate in as well as whole group activities. Staff effectively support children's communication and language skills. For example, they introduce complex vocabulary in songs, and encourage older children to think about and recognise rhyming words. Children engage in various activities that support their physical development. They learn particular skills, such as, throwing, catching and bouncing balls. Staff effectively reinforce children's learning, such as encouraging them to recall what they have done previously.

Personal development, behaviour and welfare are good

Children enjoy their time at the pre-school. Staff effectively support children to begin to manage their own behaviour. They encourage them to think about how their actions make others feel. Children recognise the need to share and take turns and use timers to assist in this. Staff praise children's achievements and children feel valued. Staff provide very good support as children start at the setting. This includes gathering information about children's interests and providing open days for parents and carers. Children participate in a varied range of activities that helps them to learn about how to stay safe. This includes safety when out and about, in the event of a fire and when crossing the road.

Outcomes for children are good

Children develop strong levels of independence. They make purposeful choices about their activities during free play. Children always attempt to do things for themselves before they ask for support from staff. They have good engagement levels and try different ways of doing something to secure achievements. They join in well with group activities and show confidence in speaking in front of others. They recognise that they have to take turns. They show an interest in what others say and extend their discussions. Children are at or above their expected stages of development. They are developing the skills they need for their future learning.

Setting details

Unique reference number	206830
Local authority	Derbyshire
Inspection number	854417
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	20
Number of children on roll	18
Name of provider	Newton Solney Pre School Committee
Date of previous inspection	28 March 2012
Telephone number	07788423171

Newton Solney Pre School registered in 1999. It is run by a committee and is based in the grounds of Newton Solney Infants School. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday Monday, Wednesday, Thursday and Friday and 9am until 3pm on Tuesday. The pre-school provides funded early education for three- and four-year-old children. It supports children who have special educational needs or disability.

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