

# Mickleover Methodist Preschool



Methodist Church Centre, Station Road, Mickleover, DERBY, DE3 9GH

<b>Inspection date</b>	10 June 2016
Previous inspection date	29 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 manager has implemented effective systems that monitor and enhance the quality of the pre-school. She, the committee and staff have a clear drive for improvement. They have made many successful changes to the pre-school since the last inspection.
- Staff make good observations of children. They use the information they gather to identify any gaps in children's learning. Staff adapt activities to cater for children who have special educational needs or disability. Children make good progress.
- Staff are kind and caring, and use good care routines that help build secure relationships with children. Staff praise children for all of their achievements and effectively support them in learning right from wrong.
- There are good links with children's future schools. Staff share valuable information about children's achievements. They help children to be aware of the changes and expectations in preparation for moving on.
- The manager and staff have built strong partnerships with parents. They invite parents to regular reviews to discuss their child's progress. Parents are fully involved in their children's learning. Partnerships with the local authority are well established.

### It is not yet outstanding because:

- Halfway through the session, staff interrupt children's learning and clear away activities. This is so that children can take part in group activities and staff can change the activities that are set up. At this part of the session, some children are reluctant to tidy up and staff's teaching is not as effective.

## What the setting needs to do to improve further

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

- improve changeover times so that children have opportunities to consistently pursue their own learning and to complete, refine and finish what they are already doing to their satisfaction; strengthen their contribution to tidying up and review staff's teaching at these times.

### Inspection activities

- The inspector spoke to the children, staff and parents. She also held discussions with the chair of the committee and manager.
- The inspector observed activities indoors and outside, including at snack time.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's assessments, learning records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She also looked at the policies and procedures, and the pre-school's action plan.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is passionate about her role and demonstrates effective leadership skills. She has high expectations for the level of care and learning that children receive at the pre-school. Since the last inspection, she has taken successful steps to address all issues that were raised. This has improved the quality of the provision and ensures that children are kept safe from harm. Staff work as a team and are supported well by the manager and committee. The manager has implemented positive monitoring procedures that check on children's progress and staff performance. The manager actively supports staff to continue their professional development through ongoing training. For example, staff have developed how they promote children's communication effectively. Safeguarding is effective. Staff have had recent training in safeguarding children and know exactly what action to take should they have concerns about the welfare of a child. Recruitment procedures are robust.

### Quality of teaching, learning and assessment is good

Staff are well qualified and use their knowledge to plan a wide range of activities that excites and enthuses the children. Teaching is effective and supports children's learning most of the time. Staff know the children well and provide good levels of challenge. They interact positively with the children and encourage them to think. Staff promote children's communication and language skills effectively. They are constantly holding conversations with the children, introducing new words that enhance children's vocabulary and use questioning skills well. Staff promote mathematics well. Children count and have many opportunities that help develop their measuring skills. For example, children measure the stick insects and create tally charts of how many worms are in the wormery.

### Personal development, behaviour and welfare are good

Staff create a welcoming provision where all children blossom and thrive. Children demonstrate that they are happy and confident in the pre-school. They move confidently throughout the two rooms and outside, selecting their play most of the time. Staff join in with children's play activities and demonstrate that they value children's achievements. Children behave well and show care and respect to other children and staff. They play harmoniously together, sharing toys and taking turns. Staff make sure children are safe. Good attention is paid towards helping children understand how to take good care of their own needs. Handwashing routines are managed well. The children are well prepared for their move to school.

### Outcomes for children are good

All children are progressing well in their learning given their starting points. They are confident and have a positive attitude to their learning. They instigate their own play, explore and investigate the activities on offer to them. Children concentrate and listen to instructions and stories well. They are gaining useful skills for the eventual move to school. Children are eager and confident to make choices and come up with new ideas. They are developing good literacy and mathematical skills.

## Setting details

<b>Unique reference number</b>	206141
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	1039490
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Mickleover Methodist Playgroup Committee
<b>Registered person unique reference number</b>	RP902181
<b>Date of previous inspection</b>	29 January 2016
<b>Telephone number</b>	07811 756 532

Mickleover Methodist Preschool opened in 1967. It is run by a committee. It operates from rooms within the Methodist Church Centre in Mickleover, Derby. The pre-school opens during term time. Sessions are from 9.15am until 12.15pm, Monday to Friday and 12.45pm until 3.15pm on Friday. The pre-school also offers a lunch club on Friday between 12.15pm and 12.45pm. The pre-school provides funded early education for three- and four-year-old children. It supports children who have special educational needs or disability. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3.

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