

Hulland Community Pre-School



Hulland C of E Voluntary Controlled Primary School, Firs Avenue, Hulland Ward, ASHBOURNE, Derbyshire, DE6 3FS

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| Inspection date | 20 June 2016 |
| Previous inspection date | 11 January 2016 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Inadequate | 4 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Daily risk assessments are not always carried out robustly enough. As a result, the highest possible safety standards are not always maintained.
- The manager and committee do not always respond swiftly enough to address the underperformance of staff.
- The quality of teaching is not consistently good. As a result, some children receive better support in their learning and development than others.

It has the following strengths

- Children enjoy their time at pre-school. They arrive happily and benefit from familiar routines. This helps them to settle well and gain confidence.
- Staff support children well during times of change. They work in partnership with other professionals and with the schools the children are moving on to. This helps staff to maintain continuity of care for the children.
- Children are encouraged to do things for themselves, such as putting on their shoes and coats when they go outside. They are learning to manage their own personal care needs. This shows their developing independence.
- Staff involve parents in assessing children's learning. They talk to them about what children already know and what they can do. Parents feel involved in the planning to meet their children's learning and development needs.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- implement the systems for identifying and addressing hazards and maintaining the highest of safety standards more consistently. 07/07/2016

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

- improve performance management for staff and ensure underperformance is managed swiftly to minimise the impact on children's learning and development
- improve the consistency of the quality of teaching so that all children are challenged and motivated to learn.

Inspection activities

- The inspector talked to children and parents. She held discussions with the manager, staff and members of the management committee at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of documentation. This included children's assessment information, policies and procedures, and evidence of the suitability and qualifications of staff and committee members.
- The inspector observed activities both inside and outside to evaluate the support for children's learning.

Inspector

Katherine Wilkins

Inspection findings

Effectiveness of the leadership and management requires improvement

Action has been taken to improve the learning environment since the last inspection. However, some of the changes made have not yet had enough of an impact to ensure that children are consistently making good progress in their learning and development. Arrangements for safeguarding are effective. All staff are aware of their responsibilities and the actions to take if they have concerns about a child. The manager and committee have introduced regular supervision for staff. However, underperformance of staff is not addressed swiftly enough. This means children are not consistently well supported in their learning, which limits the progress they make. The manager and committee have a realistic view of where future improvements are needed. They have a clear action plan and are committed to making the necessary changes to improve outcomes for children.

Quality of teaching, learning and assessment requires improvement

Children enjoy playing with a range of activities inside and out that promotes their learning and development. For example, they enjoy learning about space as they play with rockets and look at books. Staff know the children well. They plan activities based on their interests and what they enjoy doing at home. However, the quality of teaching is not consistently good. Some children do not receive enough support in their play and opportunities to extend their learning are missed. Children have sufficient opportunities to explore numbers and early mathematical concepts within their play. They enjoy counting backwards at welcome time and playing a shape-matching game. Most staff support children to develop their communication and language skills appropriately. For example, some children are encouraged to use describing words and to recall events that happen at home. However, this is not consistent enough throughout the staff team.

Personal development, behaviour and welfare require improvement

Staff are not consistent enough in implementing procedures to identify and address hazards on the premises. This means that the highest of safety standards are not always maintained. However, children are supervised appropriately and are developing a secure understanding of how to keep themselves safe. Children form warm relationships with staff and enjoy the attention they receive from them. Children receive adequate support to learn what foods to eat to keep themselves healthy. They are taught to understand the benefits of regular exercise. This helps them to understand how to lead a healthy lifestyle. Children are learning about the world they live in and are gaining an understanding that everyone is different. Golden rules help them to understand how to treat each other kindly and with respect. This helps them to manage their own feelings and emotions.

Outcomes for children require improvement

Children are making steady progress given their starting points. They are generally gaining the skills that will help to prepare them for the next stage in their learning. However, children are not consistently well supported to make the best possible progress in their learning and development. Children are developing their physical skills. They spend time outdoors regularly and enjoy climbing and riding bikes. They also have opportunities to be creative and to practice their writing skills.

Setting details

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| Unique reference number | 206800 |
| Local authority | Derbyshire |
| Inspection number | 1036423 |
| 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 | 24 |
| Number of children on roll | 29 |
| Name of registered person | Hulland Community Pre-School Committee |
| Registered person unique reference number | RP903120 |
| Date of previous inspection | 11 January 2016 |
| Telephone number | 01335371939 |

Hulland Community Pre-School was registered in 1972. The pre-school employs six members of childcare staff, all of whom are qualified at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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