

Elston Pre-school

1 Top Street, Elston, NEWARK, Nottinghamshire, NG23 5NP



Inspection date

8 July 2016

Previous inspection date

5 November 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

- Leaders have worked extremely hard to improve outcomes for children since the previous inspection. They have worked closely with support officers in the local authority and have made positive changes to the quality of teaching. There is a very good drive for continuous improvement and a clear vision for the future.
- Children are motivated and make good progress in all areas of their learning. They show high levels of concentration as they participate in a good range of well-extended learning opportunities.
- Staff use effective methods to monitor children's progress and to identify areas where children are not so involved in their learning. They recognise when children become engaged in activities and quickly provide additional resources to extend their learning.
- Parents are well informed about their children's progress and planned next steps in learning. The partnership with parents and other agencies helps staff to build on what children learn elsewhere.

It is not yet outstanding because:

- Children who are less confident are not always rigorously supported in developing new friendships.
- Although staff promote children's knowledge of their own community well, they do not fully develop children's understanding of diversity in the wider world.
- Self-evaluation does not include the views of parents to help target plans that drive further improvement.

What the setting needs to do to improve further

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

- further support children who are less confident to cultivate new friendships and develop positive social skills
- increase the opportunities to promote and develop children's understanding of diversity to further extend their learning experiences of the wider world
- include parents' views in the self-evaluation process to help focus even more sharply on all aspects to improve.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Tina Garner

Inspection findings

Effectiveness of the leadership and management is good

Leaders now have an improved picture of the effectiveness of teaching. Systems have been introduced to more closely monitor staff's practice. The manager observes staff working with the children and identifies ways in which teaching can improve. In regular meetings, leaders discuss the progress individual children make and offer staff relevant help, advice and guidance. The manager models effective teaching. This ongoing support helps less-confident staff to improve their skills and ensures teaching is continually improving. The arrangements for safeguarding are effective. The staff team keeps up to date with all current legislation and requirements. Staff are generally knowledgeable about procedures to follow to protect children from harm. Potential risks are minimised as staff carry out regular checks of the premises.

Quality of teaching, learning and assessment is good

Children are curious and keen to learn. Staff skilfully follow children's lead and offer good support to help children explore and develop their interests. Children show enthusiasm and eagerness in discovering which paints to mix to create different colours. They enjoy joining and attaching boxes to make their own designs and models. Staff support children to safely explore a variety of fresh fruits. Children use age-appropriate knives to cut and other small tools to further practise their developing skills. They enjoy using hand held orange squeezers to make their own orange juice. Children skilfully use bricks and wet sand to build walls. They confidently use trowels and other small tools. They further their creative ideas as they access clipboards and pencils to plan and draw what they might build next.

Personal development, behaviour and welfare are good

Children play in an extremely well-organised environment. Staff make good use of the outdoor space. Various areas have been created to excite and challenge children across all areas of learning. Children enjoy playing in the mud kitchen, ride-on wheeled toys and enjoy participating in puppet shows. They benefit from exciting experiences to further promote their knowledge of the world. Bug hotels and planting areas help children to gain an understanding of life cycles and nature. Children enjoy being active and they develop good physical skills. They thoroughly enjoy dancing to music and join in action songs. Children's behaviour is very good. They learn to share and take turns through positive interaction with the staff. Staff are skilled at promoting children's independence skills. They encourage children to manage tasks for themselves and praise their achievements.

Outcomes for children are good

Challenging activities provide children with enjoyable and exciting learning experiences. Children develop high levels of confidence and self-motivation and they concentrate well on their chosen activities. They understand what is expected of them and are learning to take responsibility as they eagerly help to tidy up the toys. They listen well at group times and communicate their needs successfully. They show an interest in books and stories and practise their early writing skills as they write for different purposes. These skills help to prepare children well for starting school.

Setting details

Unique reference number	EY434209
Local authority	Nottinghamshire
Inspection number	1031993
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	18
Name of registered person	Elston Playgroup Committee
Registered person unique reference number	RP902137
Date of previous inspection	5 November 2015
Telephone number	01636 525 849

Elston Pre-school was registered in 2011. It is a committee run pre-school. The pre-school is situated in purpose-built premises on the school site of All Saints Anglican/Methodist Primary School. The pre-school employs four members of childcare staff. Of these, two hold an appropriate early years qualification at level 3 and two hold an appropriate early years qualification at level 2. The pre-school opens Monday to Friday, term time only, from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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