

Heatherton Pre-School

Heatherton Community Centre, Hollybrook way, Heatherton, Derby, DE23 3TZ



Inspection date

11 October 2016

Previous inspection date

3 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 develop strong partnerships with parents and closely involve them in their children's learning. Staff keep parents well informed about their children's care and learning. Parents speak highly of the pre-school and the progress that their children make.
- The manager and staff work closely as a team and morale is high. All staff are involved in the self-evaluation process. They identify their individual and team strengths and areas to improve, in order to move forward and strengthen outcomes for children.
- Staff give very good support to children's personal development, behaviour and welfare. Children behave impeccably; they show high levels of confidence in social situations and an eagerness to learn. Children are happy and settled and feel safe and secure.
- All children make good progress in their learning and development. Effective support is provided for children who speak English as an additional language and those who have special educational needs or disability. Staff check on children's development and identify their next steps in their learning effectively.
- Children's physical development is good. They handle a variety of equipment efficiently and gain good control and coordination of their bodies. They balance and climb while playing outside and learn to throw skilfully.

It is not yet outstanding because:

- Staff do not fully challenge older or most-able children as far as possible to make sure they always progress rapidly in their learning.
- The planned group activities are not well organised. Staff do not sufficiently focus on extending all children's learning to a higher level.

What the setting needs to do to improve further

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

- provide even more opportunities that challenge the most able and older children as far as possible and increase the potential for them to achieve rapid progress in their learning
- review the organisation of group activities and provide more opportunities that help all children to extend their learning during these times.

Inspection activities

- The inspector spoke to children and staff at convenient times throughout the inspection. She also held discussions with the manager.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector observed activities indoors and outside, including lunch and group times.
- The inspector looked at children's learning records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children. She sampled and looked at some of the policies and procedures and discussed the pre-school's action plan.
- The inspector carried out a joint observation with the manager.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

The manager leads with commitment and passion. She has a clear motivation to develop the quality of the pre-school. She and her team have addressed the recommendations from the previous inspection. Children now enjoy playing in a well-resourced outside environment. The manager monitors staff performance effectively. She carries out supervisions and appraisals and has regular meetings with staff. Staff have attended the required necessary training, which has helped update their knowledge and skills. Safeguarding is effective. Staff have knowledge and experience in child protection procedures. They are aware of the action to take if they are concerned about the welfare of a child in their care. Clear recruitment systems ensure that staff are suitable to work with children. The managers have good relationships with other professionals and local schools.

Quality of teaching, learning and assessment is good

Staff are experienced and understand how children learn. They provide a wide range of play activities to help promote learning. Overall, the quality of teaching is good. Staff interact well with children, asking useful questions and encouraging their language and communication skills successfully. For example, staff give children time to think and reply to questions and listen attentively to what they say. Staff promote mathematics well. For example, they encourage children to measure objects in the environment, name shapes and count in sequence while they play. Children's creativity is promoted well. Staff encourage children to explore with paint and mix colours. Children thoroughly enjoy this and create new colours, for example, 'iceberg colour'. They put glitter into play dough and use their imaginations well as they dress up as different characters.

Personal development, behaviour and welfare are good

Staff provide a friendly and welcoming environment. Children develop strong and close attachments to staff. They demonstrate that they are settled and have a very positive attitude to learning. Staff are positive role models of good behaviour. They place a high priority on helping children gain valuable social skills. Children behave well and show care and respect to other children and staff. Staff make sure children are safe. They ensure that the security systems used on arrival are adhered to and children learn about keeping safe while they play. Good attention is paid towards helping children understand about healthy lifestyles and taking good care of their own needs. For example, they recognise the difference between healthy and non-healthy foods, enjoy exercise daily and follow good handwashing procedures.

Outcomes for children are good

All children, included funded children, make good progress in their learning. They are very well prepared for starting school. Children are confident and learn good social skills. They are showing growing independence from an early age and learn to look after themselves. Children concentrate and listen and are willing to try new things. Older children are developing good literacy skills. They are learning to write and enjoy listening to popular stories and act out the characters.

Setting details

Unique reference number	EY406182
Local authority	Derby, City of
Inspection number	1059865
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 - 5
Total number of places	40
Number of children on roll	26
Name of registered person	Deborah Dusanjh
Registered person unique reference number	RP511449
Date of previous inspection	3 December 2012
Telephone number	07738974962

Heatherton Pre-school was registered in 2010. The pre-school opens Monday to Friday, term time only. Sessions are from 8am until 3pm. There are four members of staff. Of these, two hold an early years qualification at level 2 or 3. The manager has an early years qualification at level 5. The pre-school receives funding for free early education for two- and three-year-old children. The pre-school supports children who have special educational needs or disability and those who have English as an additional language.

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