

Elveden Pre-School

Thomas Alleyne High School, Dove Bank, Uttoxeter, Staffordshire, ST14 8DU



Inspection date	21 November 2016
Previous inspection date	8 February 2013

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

- The manager and staff are dedicated to providing a stimulating, caring and friendly learning environment. Children are happy and share secure relationships with the staff and each other.
- Teaching is good. There are effective planning systems in place which take into account children's individual needs and interests. This helps to ensure children meet their next steps in learning and helps them to make good progress from their starting points.
- Children's behaviour is very good. They show consideration towards others, make strong friendships and play together cooperatively.
- Staff form good working relationships with parents. Initially they gather information from parents about what children enjoy and can already do. This helps staff to plan activities that offer interest and challenge for each child from the start.
- The premises are safe and secure. Staff carry out regular health and safety checks and know how to minimise potential hazards and risks in the environment.
- Partnership working with other settings and professionals is strong. There are successful links with local schools. Staff are able to access support from local authority services to help any children where extra support is required.

It is not yet outstanding because:

- Although supervision systems work well, individual targets do not always focus precisely enough on what staff need to do to further improve their practice and outcomes for children.
- Self-evaluation does not yet show precise targets for further development or assess the impact that current priorities for improvement have on children's outcomes.

What the setting needs to do to improve further

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

- strengthen good supervision systems further and ensure that targets for all staff are precisely focused on improving practice and outcomes for children
- enhance self-evaluation procedures further to identify more precise areas for development and assess the impact that improvements have on children's learning.

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 discussed several adult-led activities with the manager.
- The inspector held a meeting with the manager. 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 parents during the inspection and took account of their views.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have an up to date and secure knowledge and understanding of how to keep children safe from harm. They know the referral procedure well and know the correct steps to take if an allegation is made against a member of the staff team. Children's progress is carefully monitored to help staff meet gaps in their learning or to highlight specific needs, which are addressed. The manager verbally gathers the views of staff, parents and children which she uses to plan for future improvements. Good systems are in place for the safe recruitment of staff. Overall, staff receive relevant support, guidance and coaching during supervision and appraisal meetings.

Quality of teaching, learning and assessment is good

Staff are well qualified, experienced and demonstrate a deep understanding of how children learn effectively through first-hand play experiences. For example, children who are developing their small-muscle motor skills enjoy squeezing paint from a bottle. They mix the paint with different tools and use their hands and other resources to make marks. Children enjoy developing their imagination, for example, as they pretend to be hairdressers in the role play area. They talk to their clients and admire their latest hairstyle in the mirror. This helps to support their communication, language and social skills. Older children enjoy measuring the models they have made with a ruler and comparing sizes. As a result, children have the opportunity to use their mathematical knowledge in their play. Parents are able to view children's learning journals and there are regular discussions with staff about ways in which to support learning at home.

Personal development, behaviour and welfare are good

Children's independence is fostered well. For example, they take an active part in snack time, buttering their own toast, cutting up fruit and pouring their own drinks. Staff use this time to further develop children's learning. For example, they ask the children how many plates they need for their table. Staff ask how many more they need when they do not have enough. This provides opportunities for children to work out simple problems. Children are taught about healthy lifestyles at mealtimes. They show an understanding of why they need to wash their hands and discuss healthy food and drink. Children enjoy regular opportunities to play outside in the well-resourced outdoor area.

Outcomes for children are good

Children make good progress from their starting points. Any gaps in children's achievement are swiftly identified and addressed. Children who speak English as an additional language and those in receipt of funding, are effectively supported. All children leave the pre-school well prepared for their next stage in learning. They are able to listen to and follow stories with great interest, anticipating what might happen next. Older children confidently link sounds to letters and demonstrate an awareness of rhyme. They count with increasing accuracy and are beginning to recognise numbers. Children help each other and share resources with minimal adult support. They demonstrate an enthusiasm for learning as they eagerly participate in games and activities.

Setting details

Unique reference number	218140
Local authority	Staffordshire
Inspection number	1063699
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	21
Name of registered person	Christina Ruth Hollins
Registered person unique reference number	RP903211
Date of previous inspection	8 February 2013
Telephone number	01889 561838

Elveden Pre-School was registered in 1992. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one holds early years professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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