

The Edna Thornton Pre-School



Church Hall, Vicarage Road, Tean, Stoke-on-Trent, Staffordshire, ST10 4LE

Inspection date 5 January 2017
Previous inspection date 14 May 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

- Safety policies and risk assessments are implemented effectively to help to make sure children are kept safe from harm.
- All children make good progress in relation to their individual starting points. Staff provide and use a wide range of toys and resources to engage children in interesting and challenging activities that help them to enjoy their learning.
- Children arrive happily at the playgroup. They are greeted warmly and enthusiastically by the friendly staff, with whom they develop strong attachments.
- The manager has an effective programme of supervision and professional development for staff. This has a positive impact as it helps to keep staff's knowledge up to date and refresh their teaching skills.
- Parents speak very highly about the playgroup and say that they would recommend it to others. They have formed close bonds with children's key persons. They receive regular information about their children's achievements, and guidance to support their learning at home.

It is not yet outstanding because:

- Although the manager has introduced a system for monitoring individual children's progress, this is not yet refined enough to inform more-rigorous analysis of the impact of teaching and intervention for different groups of children.
- Staff do not provide enough opportunities to promote diversity and help children learn more about cultural similarities and differences.

What the setting needs to do to improve further

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

- develop tracking systems further to identify any differences in the progress made by different cohorts and to assist in identifying the impact of teaching and intervention
- help children develop a greater knowledge of the cultural diversity that exists in the wider community.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held meetings with the manager and the committee chairperson. She carried out a joint observation with the manager.
- The inspector talked with children and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She looked at other documentation, such as accident records and risk assessments.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the playgroup's self-evaluation and plans for improvement.
- The inspector took account of the views of staff, parents and children spoken to on the day, along with written questionnaires completed by parents.

Inspector

Karen Laycock

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff have a good knowledge of how to identify possible signs of abuse and how to report concerns regarding the welfare of a child. Self-evaluation is good. Leaders welcome the views of parents, staff and children to continually improve the service they provide. Following feedback, the opening hours of the playgroup have been revised to better meet the needs of the parents and children. The manager uses effective methods to gain information from other settings that children attend. This helps to promote children's continuity of care. Parents say that their children are very happy and make good progress in their learning and development.

Quality of teaching, learning and assessment is good

The well qualified and experienced staff interact very well with the children. They have high expectations of what children can achieve. They make regular observations and assessments of children's development during play and routines. Enthusiastic staff plan and provide interesting, exciting and challenging activities that match children's interests and help to consolidate and extend their learning. Staff help to promote children's communication skills by listening to them and asking questions to develop their vocabulary. Children are fully engaged in an activity with ice and water for long periods. Staff encourage them to think, investigate and use language to explain themselves as they learn about freezing and thawing. Children learn to respect others and develop their listening skills as they take turns to speak and listen during group activities. Children have fun developing their physical and mathematical skills. They are encouraged to compare size and quantity as they use a variety of tools and resources. Staff organise the environment particularly well to help children to be as independent as possible in leading their own play and learning.

Personal development, behaviour and welfare are good

Children behave very well. They are polite and kind to each other. They play cooperatively together, sharing toys and taking turns. Children develop an understanding of how to keep themselves safe. They know why they need to put on their hats and gloves on before playing outside in cold weather. Staff help to promote children's good health. They work with parents to ensure that children are provided with healthy packed lunches. Children have many opportunities for high-energy play. They move around objects at speed as they race with wheeled toys and have fun jumping high and stooping low as they take part in action songs. Children are learning how to attend to their own care needs.

Outcomes for children are good

Children are motivated, confident and active learners. Children's early literacy and communications skills are developing well. They are learning initial letter sounds, developing good pencil control and some can write their own name. Children follow instruction well and confidently express their preferences. Their independence skills are developing well. This means they are gaining the essential skills they need in readiness for their future move to school.

Setting details

Unique reference number	218139
Local authority	Staffordshire
Inspection number	1063698
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	20
Number of children on roll	27
Name of registered person	The Edna Thornton Playgroup Committee
Registered person unique reference number	RP522539
Date of previous inspection	14 May 2013
Telephone number	07989198078

The Edna Thornton Pre-School was registered in 1993. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 up to level 3. The playgroup opens on a Monday 9am until 1pm and Tuesday, Thursday and Friday 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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