

Church Gresley Playgroup

T/A Church Gresley Pre-School



Scouts Hut, Park Road, Church Gresley, Swadlincote, Derbyshire, DE11 9QE

Inspection date

18 January 2017

Previous inspection date

12 November 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

- Children develop strong bonds and trusting relationships with staff. Staff are sensitive and caring. They listen to children and speak to them in a respectful manner.
- Staff know their key children very well. They identify next steps for learning and plan activities to help children achieve. Children make good progress.
- Staff effectively promote children's learning. Children play in a child friendly, versatile environment. Resources are well organised and provide a stimulating place to learn.
- Staff manage children's behaviour well. They provide consistent rules and expectations for children. Children are valued, made to feel welcome and display good levels of confidence and self-esteem. Children are tolerant, kind and display good manners.
- The manager and staff work well together and evaluate their practice critically. They have successfully addressed the weaknesses raised at the previous inspection.

It is not yet outstanding because:

- The manager and staff do not make full use of assessment information to identify the progress made by different groups of children and the effectiveness of learning overall.
- Staff do not consistently provide opportunities that offer further physical challenge to those children who already have good coordination and strong muscle skills.
- Staff are not always fully successful in making sure that all parents have a clear understanding of the plans for their children's future learning and their next steps.

What the setting needs to do to improve further

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

- monitor the progress of different groups of children more precisely to be able to target teaching to help children consistently make the best possible progress
- provide greater physical challenge for older and most-able children
- strengthen relationships with parents and develop even more ways of communicating with parents about the plans for their children's future learning and the next steps their children are currently working on.

Inspection activities

- The inspector held discussions with the manager and spoke to the children and staff at appropriate times during the inspection.
- The inspector observed the quality of staff's interactions with children.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector invited the manager to take part in a joint observation.
- The inspector discussed the children's progress with the key persons and the manager and how they monitored the children's achievements.
- The inspector checked the evidence for the suitability of staff and their qualifications. She discussed with the manager some of her policies and procedures.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are vigilant and have a good understanding of how to protect children in their care. All staff have completed up-to-date safeguarding training. Staff identify and minimise risks effectively, so that children can move around and play safely. The committee and the manager have implemented rigorous recruitment procedures and inductions to help make sure that adults working in the setting are suitable. The manager actively supports the professional development of staff, for example, by appraising their practice and accessing further training for them. Children benefit from the increasing skills and knowledge of staff. The manager promotes effective relationships with other professionals and the other settings that children attend. Staff share information about children's progress to help identify and quickly close any gaps in their learning.

Quality of teaching, learning and assessment is good

Staff are well qualified and understand that children learn through play. They provide a wide selection of resources and activities that motivates and enthuses children's learning. Children are able to freely choose their play and move around the room with confidence. Staff interact with enthusiasm and clearly demonstrate that they are passionate about the role they play. Children develop good language skills. For example, staff use a wide range of questioning techniques to extend children's vocabulary. Staff give children plenty of time to think and respond, helping them develop their thinking skills. Group times are effective. Children listen and concentrate as they sing popular songs about the weather and recite letter sounds of the alphabet. Staff teach mathematics throughout the session. They encourage children to count and recognise shapes in the environment.

Personal development, behaviour and welfare are good

Children thoroughly enjoy their time at the welcoming pre-school. Children benefit from close attention to their physical care and well-being. Children are valued and staff actively promote inclusion. For instance, they adapt activities to enable each child's participation and achievement at their level of ability. Children gain a good understanding of how to be healthy and keep safe. For example, they enjoy being active outdoors, learn to make healthy choices and independently see to their own personal care needs. Children gain an awareness of differences within their wider world. For example, they welcome their friends into the setting and celebrate events from various cultures. Staff teach the children to stay safe and to only take reasonable risks while they play. Children learn to how to use equipment safely, such as the slide and scissors, and enjoy learning how to cross the road. Transitions are effective. Staff make good relationships with the local school to help children move to school when the time happens.

Outcomes for children are good

Children develop well in the skills they need for a successful move to school. They are confident, independent and secure. Children join in activities enthusiastically and concentrate well. They develop strong social skills and are competent speakers. All children are progressing well given their starting points.

Setting details

Unique reference number	206743
Local authority	Derbyshire
Inspection number	1063674
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	30
Number of children on roll	85
Name of registered person	Church Gresley Playgroup T/A Church Gresley Preschool Committee
Registered person unique reference number	RP911076
Date of previous inspection	12 November 2013
Telephone number	01283 212739 / 07989 207252

Church Gresley Playgroup T/A Church Gresley Pre-School was registered in 1993. The pre-school opens Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and 12 midday until 3pm. There are nine members of staff. Of these, seven hold early years qualifications at level 3. Two members of staff have a foundation degree in early years. The pre-school provides funded early education for two-, three- and four-year-old children.

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