

The Salvation Army Preschool and Out of School Club

The Salvation Army, 397 Aspley Lane, Nottingham, NG8 5RR

Inspection date

Previous inspection date

3 February 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 have strong attachments to the staff, who are caring and attentive to their needs. This enables the children to explore their environment with confidence.
- Staff plan an interesting and varied range of activities that sparks children's curiosity. Children keenly make their own choices and demonstrate that they are developing skills which help them continue to be active and experimental learners.
- Management and staff are good role models. They teach the children to be kind and respectful to one another. They support children well with gentle reminders about acceptable behaviour and encourage them to share and take turns.
- The managers and their well-qualified team demonstrate a strong commitment to promoting a high-quality provision. Improvement is appropriately driven to enhance the quality of children's care and learning.

It is not yet outstanding because:

- Although staff carry out regular observations, complete accurate assessments and identify gaps in children's learning, they do not always plan precisely enough to ensure the support they offer is sharply focused on what children need to learn next.
- Activities are not always consistently challenging for the older or most able children.
- Although staff involve parents in their children's learning, they are less successful in supporting parents in guiding their children's learning at home.

What the setting needs to do to improve further

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

- make the most of information gathered from observations and assessment of children's learning to more precisely target what children need to learn next
- develop activities to further promote learning opportunities for the older or most able children, in order to increase the potential for them to make more rapid progress
- provide clear information to parents about what children need to learn next so that their learning can be more successfully guided at home.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Tina Garner

Inspection findings

Effectiveness of the leadership and management is good

The management team is supportive of staff, children and their families. Staff benefit from effective supervision and regular professional development opportunities. For example, staff attend a variety of training courses to support children's development, such as to encourage their communication skills. They observe each other's practice, share ideas and attend regular team meetings. Self-evaluation is effective and leads to clear action plans for ongoing improvement. The arrangements for safeguarding are effective. All staff are secure in their knowledge of the pre-school's safeguarding policies and know what to do should they have a concern. Managers and staff work closely with parents and other professionals to ensure children receive early support at the setting when needed, enabling each child to make good progress.

Quality of teaching, learning and assessment is good

All staff follow effective processes to assess and track children's learning. They use this pertinent information to generally extend children's skills. Activities are prepared to engage children to learn as soon as they arrive. Staff deployment is effective inside and outside, which enables them to make good use of children's play interests to guide their individual learning. They provide a range of opportunities to encourage children to make marks and develop their early writing skills. For example, children use paint, draw pictures and make patterns in sand. They investigate and explore the play dough with enthusiasm and develop complex role play in the home corner as they pretend to cook vegetables and bake cakes. Children actively explore and begin to think about solving problems for themselves as they use cups out of the home corner as cutters for the dough. Staff use opportunities in daily activities to ask pertinent questions to reinforce children's understanding of shapes, colours and numbers.

Personal development, behaviour and welfare are good

The staff place a clear focus on promoting children's personal, social and emotional skills. All children behave well. Staff encourage children to consider others. They teach children to take turns in speaking and to listen to others when in a group. Children's similarities and differences are celebrated and valued. This supports children to settle and develop strong friendships. Children learn about the importance of good hygiene routines and wash their hands at appropriate times. Children gain a sense of independence through the accessible environment and tasks that encourage them to do things for themselves.

Outcomes for children are good

All children develop a positive and enthusiastic attitude towards learning. Children are prepared well with the key skills needed for starting or continuing their learning at school. Children are becoming confident communicators. Older children confidently share their thoughts and ideas through warm interactions with staff and each other. Younger children are developing good listening skills. They concentrate extremely well as they enjoy stories and join in group singing activities. Children of all abilities, including those who need to catch up, make good progress relative to their starting points.

Setting details

Unique reference number	EY486935
Local authority	Nottingham City
Inspection number	1015867
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 - 11
Total number of places	24
Number of children on roll	74
Name of registered person	Salvation Army Trustee Company (The)
Registered person unique reference number	RP903315
Date of previous inspection	Not applicable
Telephone number	0115 929 0465

The Salvation Army Preschool and Out of School Club operates as a pre-school and an out-of-school club and was registered in 2015. The setting employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or 3. The setting opens from Monday to Friday during term time. The pre-school sessions are from 9.15am until 12.15pm. The out-of-school care sessions are from 7.45am until 9am and 3.15pm until 5.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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