

Stretton Pre School

C/O Burton Albion Community Trust, Pirelli Stadium, Burton-On-Trent, Staffordshire,
DE13 0AR



Inspection date	15 March 2017
Previous inspection date	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

- The key-person system is effective. Parents receive good information about the progress their children make in their learning. Children develop strong relationships with familiar staff and other children. This helps children to feel secure so that they can confidently and actively play, learn and explore.
- Staff are skilled in engaging children in conversation during routines and as they play together. Staff describe what is happening and model language. This helps to extend children's vocabulary while promoting their understanding.
- Staff have high expectations of what each child can achieve in their learning and development. The manager has developed effective systems to check the progress children make in their learning. Staff consistently use the setting's effective systems to observe children's play and plan for the next steps in their learning.
- The manager and staff are highly motivated and strive for excellence and continuous improvement. This is reinforced through a dedicated attitude towards their coordinated working practices in supporting children's welfare and development.
- The pre-school has developed strong partnerships with other professionals. This ensures that all children, including those who have special educational needs and/or disabilities receive prompt support when needed and continuity in their care.

It is not yet outstanding because:

- Staff do not always use what they know about individual children's learning when they plan adult-led group activities.
- Staff do not always use what they know about individual children's learning when they allocate children into groups for adult-led activities.

What the setting needs to do to improve further

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

- enhance staff's professional development that increases the potential to deliver the highest quality provision and excellent outcomes for children
- make the most of what is known about individual children when planning for adult-led group activities so specific areas of development can be targeted for really rapid progress.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager of the provision. She held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents.
- The inspector looked at relevant documentation, which included safeguarding and children's records and discussed self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know how to keep children safe. They undertake daily checks to ensure any hazards are minimised or removed. Staff are alert to the signs that may indicate that a child is at risk of abuse. They fully understand their responsibilities to respond to any concerns about a child's welfare. Recruitment and induction procedures ensure that staff are well qualified and suitable to care for children. There are systems in place to ensure that staff's regulatory training is up to date. The manager has a good overview of all children's development. She monitors groups of children in order to respond to emerging needs and prioritise learning for particular groups of children. All children, including those who receive funded early education, are well supported to make good progress from their starting points.

Quality of teaching, learning and assessment is good

Staff make frequent observations of children's achievements in their learning. They are familiar with using this information to plan a range of experiences based on children's learning needs. The experienced and well-qualified staff know how young children learn. They place a high focus on ensuring there is an equal focus on all aspects of children's learning. Children enjoy sand play. They learn new words and concepts as staff interact purposefully with them. This helps children to make sense of their actions and to explore their own way for doing things. Children are motivated to keep on trying as they build very tall towers with large building bricks. Staff demonstrate and use descriptive language to help them to listen to each other's opinions and work cooperatively together. Staff skilfully use mathematical language, helping children to distinguish between size and introduce words that describe position.

Personal development, behaviour and welfare are good

Staff provide a stimulating environment that children are keen to explore. Toys and resources are arranged and displayed very well. Children make independent choices and negotiate with others to decide what they want to play with and learn to respect each other's opinions. Children learn the importance of leading a healthy lifestyle. Staff model language so that younger children are able to practise their physical skills outside. They keep on trying as they gain confidence in their newly learned skills. The manager shares information about healthy lunchboxes with parents when children first start in the pre-school. This helps children to make positive choices about the food they eat.

Outcomes for children are good

Children grow in confidence and ability. They know and respond very well to the pre-school's routine and staff's expectations. Children are kind and supportive, they help others and offer to share their toys and equipment instinctively. Children develop early literacy skills. They recognise their own names in print and see other labels in the environment. Children develop confidence in speaking in a group and their listening skills are promoted as they take turns. Children talk about changes that they have observed about growth as they plant seeds in compost. Children become motivated learners and actively develop the skills they need for future learning.

Setting details

Unique reference number	EY490790
Local authority	Staffordshire
Inspection number	1026724
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	34
Name of registered person	Stretton Springs Pre School CIO
Registered person unique reference number	RP534699
Date of previous inspection	Not applicable
Telephone number	07495312775

Stretton Pre School was registered in 2015. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 5. The pre-school opens from Monday to Thursday term time only. Sessions are from 8.30am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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