

Attenborough Church Pre-School



Lucy & Vincent Brown Village Hall, Attenborough Lane, Attenborough,
NOTTINGHAM, NG9 6AB

Inspection date

20 March 2017

Previous inspection date

9 September 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 delight in the wide range of enticing learning opportunities in the highly stimulating environment. They make independent choices about what they would like to play with from the extensive range of resources available.
- Practitioners form positive, trusting relationships with children and their families. Children settle quickly and enjoy coming to pre-school. Parents speak very highly of the practitioners. They comment that their children have made very good progress. Parents also comment on the, 'wonderful outdoor play area' that the children have access to.
- Practitioners are good role models for children. They teach children to use good manners and to treat one another with respect. Children behave well. They know to listen to each other's views and to be kind to their friends.
- The provision for helping children prepare for starting school is very good. Practitioners have worked closely with the local school, to identify where children needed help with moving on to the next stage of their learning. The pre-school have been very proactive in implementing extra sessions to support children to be ready for the changes ahead.

It is not yet outstanding because:

- Practitioners' professional development is not focused sufficiently on raising the quality of teaching to outstanding levels.
- Practitioners do not always find out as much as possible from parents about what children already know and can do when they first start attending.

What the setting needs to do to improve further

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

- sharpen the focus on practitioners' professional development, in order to raise the good quality teaching to the next level
- seek more detailed information from parents about children's capabilities when they first join the pre-school.

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 practitioners 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, deputy, admin manager and chair of the committee. She looked at relevant documentation and evidence of the suitability of practitioners working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All practitioners and some committee members are trained in child protection. Practitioners demonstrate a secure understanding of the possible signs of abuse and neglect. They know what to do should they be concerned about a child's welfare. Effective recruitment and induction processes are in place. The manager implements effective appraisal and induction procedures to ensure practitioners remain suitable for their roles. The manager and management committee have developed the self-evaluation process and involve practitioners, parents and children in this. They accurately assess the quality of the provision. Ongoing training opportunities enable practitioners to maintain their skills and good outcomes for children. Practitioners are effectively deployed to ensure that children's needs are met at all times. The manager has high expectations for all children. She monitors and tracks their progress and uses additional funding effectively to help to close any gaps in attainment.

Quality of teaching, learning and assessment is good

Practitioners use observation and assessment effectively to help identify children's skills and abilities. They interact well with children and use open-ended questions as a way of encouraging them to think further. For example, children are encouraged to think what to do in their role play, when they pretend that a volcano is erupting. Older children are encouraged to make marks in the sand. Younger children develop their hand muscles as they play in the cornflour and water mixture. They use spoons to pick up the mixture and fill the bowls. They also use their senses as they enjoy the feel of the mixture and let it trickle through their fingers. Practitioners know children well. For example, they recognise which children need more one-to-one support. Children's literacy skills are supported very well. Older children are beginning to learn the sounds that letters represent.

Personal development, behaviour and welfare are good

Children are happy, settled and secure. They are proud of their creations and keenly show practitioners and visitors what they have built. Children demonstrate that they feel safe in the pre-school. Practitioners carry out daily checks of the premises to ensure that all areas used are safe. Children's physical well-being is supported extremely well. Older children develop their physical skills as they participate in a variety of activities, taking part in physical education sessions. Practitioners support children's understanding of healthy lifestyles well. Children are encouraged to embrace their similarities and differences. They learn about a range of festivals and develop positive attitudes to others.

Outcomes for children are good

All children, including those in receipt of additional funding, are making good progress in their learning. Practitioners support children well, helping them to develop the skills that underpin their learning and prepare them for school. Children are motivated and interested in their learning. Children who have special educational needs and/or disabilities and those who speak English as additional language are very well supported by practitioners.

Setting details

Unique reference number	253109
Local authority	Nottinghamshire
Inspection number	1063826
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	42
Number of children on roll	56
Name of registered person	Attenborough Church Pre-School Committee
Registered person unique reference number	RP522108
Date of previous inspection	9 September 2013
Telephone number	0771 4577171

Attenborough Church Pre-school was registered in 1994. The pre-school employs 15 childcare practitioners. Of these, 13 hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am to 12.15pm with an option of a lunch club until 1pm. On a Monday and Tuesday there is a session from 12.15pm to 3.15pm for children that are approaching their fourth birthday, which includes lunch. The pre-school provides funded early education for two-, three- and four-year-old children.

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