

# Hulland Community Pre-School



Hulland C of E Voluntary Controlled Primary School, Firs Avenue, Hulland Ward, ASHBOURNE, Derbyshire, DE6 3FS

**Inspection date** 23 March 2017  
Previous inspection date 20 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 dedicated committee are well organised and have a good understanding of their roles and responsibilities. Actions taken to improve, such as new systems for performance management of staff and changes to improve the security of the premises, are effective in improving quality.
- Staff listen to children carefully, respond to their questions and reshape activities to follow children's interests, helping to extend children's learning.
- Parents are very happy with the level of care provided and their children's progress. They receive regular updates about their child's development and are given ideas of how they can support their child's learning at home.
- Children are curious and want to learn. They concentrate on activities for long periods of time, invite adults into their play and ask questions, helping to improve their knowledge.
- Children are very independent and gain skills they will need for school, such as changing in and out of their coats and shoes.

### It is not yet outstanding because:

- The manager is not yet clear enough on all her responsibilities including performance management of staff, knowledge of disqualification and tracking groups of children.
- Staff have not been informed that they must inform the provider of changes to their circumstances that may impact on their suitability to look after children.

## What the setting needs to do to improve further

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

- provide further coaching, mentoring and training for the manager to improve her knowledge of and ability to fully perform in her role and responsibilities
- improve staff knowledge of information they need to share about changes to their circumstances that may impact on their suitability.

### 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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with four members of the pre-school committee.
- The inspector held a meeting with the pre-school manager.
- The inspector looked at relevant documentation, such as children's records, staff supervision records, policies and risk assessments.
- The inspector spoke to staff regarding their knowledge of safeguarding and support they receive from management.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

William Good

## Inspection findings

### Effectiveness of the leadership and management is good

The committee has worked tirelessly to improve the quality of care since the last inspection. Members of the committee are very clear on their responsibility to implement statutory requirements. They attended relevant training and each is assigned a specific role, such as safeguarding lead. They have put in place robust systems to monitor staff performance. This includes members of the committee with relevant qualifications in teaching, observing staff practice and providing feedback to develop staff teaching skills. They also review assessments of children's development to ensure they are accurate and that children are making at least typical progress. Safeguarding is effective. Staff have all recently completed safeguarding training. They understand the signs of abuse well, and the procedures to follow should they have a concern about a child's welfare.

### Quality of teaching, learning and assessment is good

Regular and accurate assessments are completed to show children's stage of development. Areas of concern are identified and effective systems for planning ensure activities are provided to help children develop in these areas. The environment, both indoors and outdoors, provides a wide range of learning opportunities for children. The small qualified staff team know children well, providing experiences that interest and challenge them. For example, after children found an insect outside staff challenged children to find more, providing tools, such as magnifying glasses and trowels. Children searched the outdoor area for some time using the tools provided and asked staff questions to learn the names of insects, such as carpet beetle.

### Personal development, behaviour and welfare are good

Children develop strong bonds with the staff in the nursery. As a result, children feel secure and are confident to ask questions, involve adults in their play and share their preferences. Staff are good role models, thanking children when they help others. Children behave well, they happily play alongside each other and are clear on boundaries put in place by staff. For example, children followed the request from staff to take turns on the indoor climbing frame using a sand timer to manage this amongst themselves. This is also an example of the high levels of supervision in place from staff to ensure children are safe. Children understand how to keep themselves and others safe. For example, a child told another child they needed their coat on due to the cold weather. Once the child found their coat they informed the child who had been worried.

### Outcomes for children are good

Children are making typical progress in all areas of their development. They are making better progress in their physical development. For example, children ride pedal bikes at speed and with control around the circuit in the outdoor area. Children also know number well, they can recognise numerals and identify a small number of objects without using their finger to count. For example, a child identified she had four plates on a tray with a quick glance. Children's writing skills are developing in preparation for school. They write their names clearly. Transition to school is supported extremely well.

## Setting details

<b>Unique reference number</b>	206800
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1071916
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Hulland Community Pre-School Committee
<b>Registered person unique reference number</b>	RP903120
<b>Date of previous inspection</b>	20 June 2016
<b>Telephone number</b>	01335371939

Hulland Community Pre-School was registered in 1972. The pre-school employs five members of childcare staff, all of whom are qualified at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for three- and four-year-old children.

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