

Condover Pre-school

Condover, Shrewsbury, Shropshire, SY5 7AA



Inspection date	6 April 2017
Previous inspection date	16 June 2015

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

- Staff work well with teachers at the adjacent school. Together they identify key skills children need for school. Children are emotionally prepared for school through visits.
- Teaching is strong. Well-qualified staff focus on helping children to develop their communication and language skills. They use the knowledge they have learnt from training to help children to pronounce words clearly and extend their vocabulary.
- Children enjoy coming to pre-school. Their key persons make effective use of additional funding to help grow children's confidence during group times and with visitors.
- Staff take children on outings to extend children's learning, such as looking for shapes in the village. Visitors attend the pre-school to talk about their jobs.
- Staff and the committee continually work hard to develop the pre-school. They use feedback in order to make improvements. For instance, they have extended the range of resources outside for children to make marks with and be imaginative.
- Children's behaviour is good. Staff help children to share. For example, they make good use of a sand timer for children to know when their turn on the bicycle has finished.

It is not yet outstanding because:

- The manager does not make best possible use of information about children's learning. She does not check the progress different groups of children make, in order to identify ways to help them make even better progress.
- Staff do not consistently encourage parents to share detailed information about 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 better use of information about children's learning, to help identify ways to help groups of children make outstanding progress
- strengthen partnership with parents and encourage them to share detailed information about children's knowledge and skills from home, when they first start attending and throughout their time at pre-school and use this information to better inform planning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. He viewed a sample of children's learning records.
- The inspector spoke with staff and children during the inspection.
- The inspector observed an adult- directed activity and evaluated it with the pre-school manager.
- The inspector held a meeting with the pre-school manager. He looked at relevant documentation, such as the pre-school self-evaluation and safeguarding policies. The inspector also viewed evidence of the suitability of committee members and staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection, viewed their written feedback and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The two members of staff working at the pre-school meet weekly to review children's learning, plan ways to improve their practice and identify possible training needs. This promotes a strong culture of evaluation and improvement. Safeguarding is effective. All staff know the signs of abuse and they have a good understanding of the pre-school's safeguarding policies. As a result, they know how to respond to and report concerns about the welfare of children. Any potential risks to children are appropriately assessed and managed to help keep children safe. The committee vet staff to help check their suitability to work with children.

Quality of teaching, learning and assessment is good

Staff are working hard to develop their links with local health visitors and build on their strong relationships with other settings children attend. This helps to promote a joined-up approach to supporting children's learning. The manager has a strong oversight of planning and assessment of children's learning. She identifies ways to better demonstrate children's achievements through ongoing assessments. Teaching is varied and challenging. This means the most and less able children are appropriately supported. Staff plan interesting and innovative activities that build on children's prior learning and interests. They read children stories about trains which reignites children's interest in vehicles. Pictures of trains fixed to pencils are provided for children. They hold their pencil correctly with guidance from staff and draw lines on a large paper track, taking their trains on a journey. This helps children to develop their early writing skills in readiness for school.

Personal development, behaviour and welfare are good

Children's independence and self-care skills are improved since the last inspection. They are now encouraged to do more things for themselves, such as serving their own healthy snack and putting on their own coat. Children wash their hands before snack to promote good hygiene. They enjoy playing outside throughout the day. Children develop their physical skills outside, such as learning how to pedal tricycles. They enjoy making pretend cars and demonstrate an awareness of safety rules, such as putting on seat belts in the car. New children are able to settle in at their own rate. Parents are welcomed to stay with their children helping them to feel reassured in their new surroundings.

Outcomes for children are good

Children have good concentration skills. They are able to sit and listen for their name during circle time. Children are developing their understanding of the world. They can describe the weather and recall the weather report they have seen at home that morning. During group times children demonstrate their good social skills. They share items from home and confidently talk in front of a group. Children's literacy development is good. They are able to recognise letters and say their sounds correctly. Children are learning mathematical concepts of counting and size. They can count bears and use mathematical language to describe whether they are big, medium or small.

Setting details

Unique reference number	EY235698
Local authority	Shropshire
Inspection number	1091480
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 - 4
Total number of places	20
Number of children on roll	16
Name of registered person	Condover Pre-School Playgroup Committee
Registered person unique reference number	RP904702
Date of previous inspection	16 June 2015
Telephone number	01743 873518

Condover Pre-school was registered in 2003. The pre-school employs two members of childcare staff. Of these, one holds an appropriate early years qualifications at level 3 and one at level 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to until 3.30pm Monday to Thursday and 9am tountil 11.30am on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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