

# Balderton Pre-School

Chuter Ede Primary School, Wolfit Avenue, Balderton, NEWARK, Nottinghamshire, NG24 3PQ



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 6 June 2017      |
| Previous inspection date | 25 February 2013 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

- The manager knows her staff have their own unique qualities. Overall, she supports them well in their roles, through appraisals and staff meetings.
- The manager and staff work well in partnership with other professionals and agencies to help children who have special educational needs and/or disabilities. Staff attend targeted training to help support children's individual needs.
- Staff share information about children's learning and care needs through daily discussions, meetings with parents and newsletters. This helps parents to know their children's achievements and levels of learning and development.
- Staff help children to make links between the pre-school and home. For example, they offer children a soft toy to share their adventures at home. This helps to promote their emotional well-being.
- Staff help children to develop their communication and language skills. For example, they provide opportunities for children to sing and join in with nursery rhymes.

### It is not yet outstanding because:

- Staff do not consistently support parents to share what they know their child can already do when they first start.
- During some group times, staff are not always highly responsive in adapting their teaching methods to fully match younger children's capabilities, in order to promote their learning even further.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when they first start
- guide staff to recognise young children's capabilities during group times and adapt their teaching methods to fully promote young children's learning.

### 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 several parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses self-evaluation effectively to identify the pre-school's strengths and areas that she would like to improve. She asks parents to complete questionnaires to gather their feedback about the service they receive. Staff talk to older children about things they would like to improve in the after-school club. This helps the manager and staff to improve the experiences children receive. Safeguarding is effective. Staff have attended child protection training and know where to report any concerns about children's safety or welfare. Staff talk to older children about information and images they see in the media. Children ask staff questions to clarify their thoughts. The manager works very well with the host school to provide a smooth transition for children. Staff take children to use the school facilities and invite teachers to visit the children. This helps children to be emotionally ready for their move on to school.

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

Staff use effective observations and assessments to help identify what children need to learn next. The manager tracks individual and groups of children. This helps her to identify that children need more opportunities to develop their mathematical skills. Staff introduce this into children's play. They ask them to count the number of children present each day. Staff help children to recognise and add numbers together. They provide activities that use a variety of resources, such as counters, pens and images on paper, to help maintain older children's focus in activities. Children demonstrate good listening skills and enjoy the fun activities staff provide for them.

### Personal development, behaviour and welfare are good

Staff help children to learn about people who help them. For example, they ask parents with different occupations to come into the pre-school to share their experiences with children. Children demonstrate an understanding of keeping themselves safe. Children say they might slip if they go on the wet decking in the garden. Staff gather information from parents about children's dietary and medical needs, and promote their good health. Staff encourage children to be independent. For example, they encourage children to put on their own dressing-up costumes. Staff give children lots of praise and encouragement, giving them a high five to celebrate their achievements. This helps to raise children's self-esteem and confidence, and promotes positive behaviour.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress. Children are keen to explore the environment and select resources to support their interests. They climb up steps to a slide and slide down safely. They develop good physical abilities. Children demonstrate good pencil control when using pens on whiteboards.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY330616  |
| <b>Local authority</b>                           | Nottinghamshire   |
| <b>Inspection number</b>                         | 1064842   |
| <b>Type of provision</b>                         | Full-time 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 - 11  |
| <b>Total number of places</b>                    | 42  |
| <b>Number of children on roll</b>                | 130   |
| <b>Name of registered person</b>                 | Balderton Pre-school Committee  |
| <b>Registered person unique reference number</b> | RP909371  |
| <b>Date of previous inspection</b>               | 25 February 2013  |
| <b>Telephone number</b>                          | 01636 683550 (school) / 07946176694   |

Balderton Pre-School registered in 2006. The pre-school employs 13 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, for 50 weeks of the year, closing for two weeks at Christmas and for bank holidays. Sessions are from 7.30am until 6pm, during term time and 8am until 6pm during school holidays. The pre-school provides breakfast and after-school care for older children. The pre-school provides funded early education for two-, three- and four-year-old children.

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