

# Storrs Road Pre-School

Storrs Road Methodist Church & Centre, Upper Moor Street, CHESTERFIELD,  
Derbyshire, S40 3NR



## Inspection date

17 July 2017

Previous inspection date

10 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not complete and share with parents a written summary of progress for all children aged between two and three years.
- Occasionally, staff do not provide children with enough opportunities to extend their thinking and problem-solving skills further.
- The quality of teaching is variable. Staff do not use appropriate teaching strategies to help children to sustain consistently good levels of engagement.

### It has the following strengths

- Children behave well. Staff are good role models. They remind children about appropriate behaviour and encourage them to be polite, use their manners, share and take turns. Children benefit from plenty of attention, reassurance and praise, supporting their emotional well-being successfully.
- Overall, staff have good partnerships in place with parents. They talk to parents daily about children's progress and ways in which parents can further promote their children's learning at home. Parents say that they feel well informed about their children's development and are really pleased with the progress their children have made at the pre-school.
- Children have good opportunities outdoors to experience challenge and manage risks for themselves. Children relish using stilts and playing darts. They really enjoy water play and telling stories to each other.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |   | <b>Due Date</b> |
|---|-----------------|
| ■ develop knowledge and understanding of the progress check for children aged between two and three years and ensure these are completed and shared with parents. | 07/08/2017      |

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

- encourage children to develop their thinking and problem-solving skills even further
- improve teaching strategies to help children to sustain consistently good levels of engagement.

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

**Inspector**  
Ruth Moore

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager monitors groups of children's progress. She is able to identify when to provide additional intervention to narrow the gaps in children's learning. However, the manager has not ensured that staff are aware of the requirement to carry out the progress check for children aged between two and three years. The arrangements for safeguarding are effective. Staff are aware of the procedures for identifying and responding to any concerns about a child's welfare. The manager has a clear understanding of safer recruitment and ensures that all staff undertake appropriate suitability checks. An established system of supervision sessions and staff meetings help staff to feel valued and supported. The majority of staff are qualified in first aid and have attended safeguarding training. This helps to promote children's welfare. Staff are enthusiastic and are committed to improving the setting and the views of parents, staff and children are sought regularly.

### **Quality of teaching, learning and assessment requires improvement**

Staff complete baseline assessments of what children can do on entry to the pre-school. Overall, staff know the children well. They use information from observations and what they know children are interested in to plan the next steps in their learning. However, variable quality teaching means that some younger children do not become fully involved during group activities. Staff provide a well-resourced, stimulating, and welcoming environment. Children really enjoy identifying shapes, colours and comparing the sizes of building bricks. However, staff do not always provide children with appropriate opportunities to extend their thinking and problem-solving skills further.

### **Personal development, behaviour and welfare are good**

Children build positive relationships with staff and are making friends with each other. Staff give children their full attention and provide warm and consistent care. This helps children to feel relaxed and safe and engage in new experiences. Staff provide children with nutritious snacks. Mealtimes are social occasions and staff make good use of these opportunities to help children to be independent. For example, children serve themselves their own food and pour their own drinks. Staff have established good relationships with the local primary school. This helps to ensure children are well supported and prepared for the next stage in their learning. Children learn about the wider world through a wide range of activities, such as outings in the local community.

### **Outcomes for children require improvement**

Children do not yet make good progress from their starting points. Despite some variable quality teaching and the progress check not being completed for children aged between two and three years, children are confident and enthusiastic about learning. Overall, children enjoy taking part in activities and make their own choices as they learn through their play. They learn some skills in readiness for school.

## Setting details

<b>Unique reference number</b>	509209
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1091162
<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>	25
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Storrs Road Pre-School Committee
<b>Registered person unique reference number</b>	RP522992
<b>Date of previous inspection</b>	10 June 2015
<b>Telephone number</b>	07790434909

Storrs Road Pre-School registered in 1974. The pre-school employs eight members of childcare staff, six of whom hold appropriate early years qualifications at level 2 and above. The pre-school opens on Monday, Wednesday, Thursday and Friday from 9am until 3pm during term time.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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