

Edenham Pre-School

Grimsthorpe Estate, Grimsthorpe, BOURNE, Lincolnshire, PE10 0LY



Inspection date

5 September 2017

Previous inspection date

16 March 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders target relevant areas of practice to develop. A considerable number of changes made since the last inspection have improved the quality of care. For example, new systems have been developed to monitor staff practice, assess children's development and plan activities.
- Staff spend time observing, and listening and talking to children. They also obtain information about children from parents and other staff. As a result, they know children's interests and stages of development well. They use this knowledge to plan enjoyable and challenging activities that help children to develop at typical levels for their age.
- Staff are caring and have warm relationships with children. They regularly praise children for their achievements.
- Children are confident, they talk to staff about their preferences and invite new people into their play.
- Children want to learn, they ask questions and take part well in activities.

It is not yet outstanding because:

- Proof of first aid qualifications are available for most but not all staff.
- Staff are still becoming familiar with the new computer system used to record and monitor children's development and progress. As a result, a small number of assessments of children's development are not up to date.
- Children eat healthy food at mealtimes. However, staff do not talk to them about the benefits of healthy eating.

What the setting needs to do to improve further

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

- improve staff records so that they contain evidence of first aid qualifications for all staff
- develop staff knowledge and understanding of the new tracking system so that assessment of all children's learning, development and progress is up to date
- develop staff practice so that they help children to understand about the importance of eating healthy food.

Inspection activities

- The inspector observed the quality of teaching during activities both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held meetings with the nursery manager who is also the owner.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at relevant documentation, such as staff supervision records, suitability checks, policies and assessments of children's progress.
- The inspector spoke to staff regarding their knowledge of safeguarding, their key children's progress, policies and procedures and the support they receive from leaders.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

William Good

Inspection findings

Effectiveness of the leadership and management is good

Clear monitoring systems ensure leaders and staff hold required qualifications. Staff receive constructive feedback following observations of their practice by managers and their peers which helps them to improve. Managers hold regular one to one meetings with staff during which they discuss practice issues and children's development. Support is put in place to address any concerns that may arise. Leaders use their knowledge and experience to provide relevant and informed training and model good practice. As a result, staff practice is improving quickly. Safeguarding is effective. Staff have a clear understanding of the signs of abuse and steps to take if they have a concern about a child. Leaders track the progress of groups of children such as boy, girls and children born in the summer. Well thought out plans are then put in place to address any delays in the children's development.

Quality of teaching, learning and assessment is good

A wide range of learning opportunities are offered to help children progress in all areas. Teaching is effective. Children's communication and language skills are particularly well supported. Staff extend children's learning using activities that children enjoy. For example, young children laugh with joy as staff show them how to release wind-up toy animals into water. Staff challenge children to try it for themselves and children are keen to have a go. Staff talk to children about what they are doing, they repeat the names of the toy animals and new words such as 'winding'. Children learn new words quickly. A young child says 'frog' for the first time and receives lots of praise from staff. Staff communicate well with parents. Parents receive regular updates on their children's progress. Staff share areas that they are developing with children and suggest ways in which parents can help.

Personal development, behaviour and welfare are good

Children are keen to try new challenges and concentrate for long periods of time. They proudly share their successes with others. For example, a child held up a self-portrait they had spent time painting. They smiled with glee when staff said, 'It is a wonderful picture'. Children's close relationships with staff help them to develop their independence. For example, staff quickly settle babies who are upset when their parents leave. They give cuddles and provide activities they know the children will enjoy. As a result, children soon begin to play happily. Staff provide clear guidelines to children about acceptable behaviour. For example, children listen to staff requests to share, passing on resources to others when their allotted time ends. Staff communicate well with each other making sure children are closely supervised at all times.

Outcomes for children are good

Children are working at typical levels of development for their age across all areas of learning. Children who speak English as an additional language are also developing as expected for their age. Staff support children to develop key skills needed for school. For example, children cut up their fruit at snack time and go to the toilet on their own. Close links with schools support effective transitions.

Setting details

Unique reference number	253776
Local authority	Lincolnshire
Inspection number	1098241
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	0 - 9
Total number of places	39
Number of children on roll	84
Name of registered person	Julie Marshall
Registered person unique reference number	RP512641
Date of previous inspection	16 March 2017
Telephone number	01778 591368

Edenham Pre-school was registered in 1993. The pre-school operates from buildings on the Grimsthorpe Castle Estate, Bourne, Lincolnshire. The pre-school also provides after school care called the Red Deer Rangers. The pre-school employs 19 members of childcare staff. Of these, 11 hold appropriate early years qualification at level 3 and above. It is open Monday to Friday, all year round apart from one week at Christmas. Red Deer Rangers operates throughout the holidays. The setting is open from 7.30am to 6pm.

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