

# Finstall Pre-School

Finstall Village Hall, Alcester Road, Finstall, BROMSGROVE, Worcestershire, B60 1EL



<b>Inspection date</b>	27 September 2017
Previous inspection date	13 January 2014

<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

- Staff provide good-quality teaching and the pre-school leader often demonstrates excellent teaching. Children make good progress from their starting points and thoroughly enjoy learning.
- The pre-school leader places a strong emphasis on promoting children's literacy and mathematical development through enjoyable activities which quickly capture children's imaginations and curiosity.
- Staff ensure fostering children's personal, social and emotional well-being is given a high regard when they first start. Children are confident, settle quickly and know the routine well.
- Partnerships with parents are strong. The stay-and-play sessions are popular with parents. This gives parents a good insight to what their children do and enjoy at pre-school and how they can support their learning at home.
- Staff work closely with other professionals, including those who support children who have special educational needs and/or disabilities.

### It is not yet outstanding because:

- The leader does not use highly effective coaching and staff development opportunities, to help raise staff expectations of children and the quality of teaching to a consistently exceptional level.
- All staff do not use the information gained from children's assessment well enough to plan highly challenging activities to help children make the best possible progress.

## What the setting needs to do to improve further

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

- use highly effective staff coaching and development opportunities to help raise staff's expectations of children and the quality of teaching to the very highest level
- use information gained from children's assessment meticulously to plan highly challenging activities that help children make the best possible progress.

### 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 carried out a joint observation with the pre-school leader.
- The inspector held a meeting with the pre-school leader. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector took account of the views of parents.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is good

The pre-school leader is highly skilled, motivated and leads a staff team who are enthusiastic about children. Arrangements for safeguarding are effective. All staff are trained in child protection issues and know the procedure to follow if they have a concern. There are effective recruitment, vetting and inductions systems in place to ensure staff working with children are suitable. New staff benefit from a detailed induction and have a clear understanding of their roles and responsibilities. Staff carry out daily checks, including risk assessments to ensure the areas used by children are safe and clean. Parents are regularly consulted and their views are acted upon to help develop the service offered. Parents report high levels of satisfaction. They are particularly impressed by how happy and settled their children are and how much they enjoy their time at the pre-school.

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

Staff use an interesting range of topics, such as the seasons, local environment, growth and animals to capture children's interests. Children benefit from meaningful first-hand experiences, such as cooking, taking walks in the local community and visiting the farm. Staff use these experiences very well to help increase children's knowledge and promote their mathematical and literacy development. The pre-school leader particularly places a high focus on reinforcing new learning concepts and ideas. For example, she skilfully encourages children to use shapes to create their own pictures and follows this up with a shapes memory game. Children show very good levels of involvement because the visual aids used capture their interest quickly.

### Personal development, behaviour and welfare are good

Staff provide a clear routine which includes opportunities for children to freely explore, work together in groups and time for discussion. Staff teach children about the importance of developing a healthy lifestyle. For example, children learn that exercise, fresh fruits and vegetables and water are all good for their bodies. They learn how to prepare healthy options, such as homemade bread, vegetable dips and fruit salads. Staff teach children about people who help us, including the role of the emergency services, and how to keep safe and healthy. Children adopt roles in the role-play hospital area and learn about illness and recovery.

### Outcomes for children are good

Children make good progress and develop the key skills required in preparation for school. All children, including new children are independent, behave well and enjoy learning. For example, children arrive happy, find their names to self-register and put their belongings in their allocated drawer. Children enjoy the early literacy activities, such as clapping the number of syllables they have in their names. Children show a real interest in numbers, counting and solving problems. The most able children can write their names and show a keen interest in the natural and wider world.

## Setting details

<b>Unique reference number</b>	EY464784
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1102543
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Emma Louise Martin
<b>Registered person unique reference number</b>	RP906740
<b>Date of previous inspection</b>	13 January 2014
<b>Telephone number</b>	07903560787

Finstall Pre-School registered in 2013 and is privately owned. There are four staff employed working directly with the children. Of these, one holds qualified teacher status, two hold an appropriate early years qualification at level 3 and one holds a qualification at level 2. The pre-school opens Monday to Thursday from 9.30am until 1.15pm during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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