

# Horsley Woodhouse Pre-School



Methodist Church Hall, Main Street, Horsley Woodhouse, Ilkeston, Derbyshire, DE7 6AU

## Inspection date

18 October 2017

Previous inspection date

17 November 2014

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

- The manager and staff observe and accurately assess children's achievements to find out what they need to learn next.
- The environment is thoughtfully organised and provides children with rich and fun learning experiences. Good relationships between the staff and children have been established so that children feel emotionally safe and secure. They are confident to explore and make independent choices about their play.
- Staff provide parents with frequent detailed information about their children's good progress and work with them to address any weaker areas. Parents are regularly offered ways to help them to contribute directly to their children's learning.
- Staff make excellent use of their local environment to help children learn about the natural world. For example, they visit a local town to learn more about the seasons.
- The manager has a strong vision for continuous improvement. She is well supported by her deputy and well-qualified staff team. They use self-evaluation well to help improve outcomes for all children.

### It is not yet outstanding because:

- The manager does not yet fully utilise systems for staff supervision in order to identify ways to build on their already good practice.
- Although staff provide good narratives during play and ask some pertinent questions, on occasions, staff do not give children sufficient time to respond.

## What the setting needs to do to improve further

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

- strengthen staff supervision to further raise the quality of teaching to an even higher level
- make full use of opportunities for children to develop their thinking and allow them time to answer questions and share their ideas.

### 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, such as 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

Lianne McElvaney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well. They have attended recent safeguarding training to ensure their knowledge is kept up to date. Regular checks of the environment are undertaken to ensure that it remains a safe place for children to play. The manager uses supervision sessions to ensure staff remain suitable to work with children. Policies and procedures are well known and implemented by staff. The manager carefully reflects on the quality of the pre-school considering the views of parents and children when planning future improvements. The manager and deputy work alongside the staff and are therefore able to check the accuracy of assessments of children's learning. This enables them to identify improvements for individual and groups of children. Professionals are effectively engaged in order to gain any additional support a child may need.

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

The manager and staff team get to know children well. Staff understand how to promote children's learning and use robust systems to accurately assess children's skills. They adapt routines well, so that children are constantly engaged in purposeful and challenging activities. This helps secure good-quality teaching. The environment is frequently adapted to meet children's changing needs and interests. Resources are plentiful and easily accessible so that children can make independent choices. Staff interact well during children's self-chosen play and adult-led activities. For example, staff talk to the children about the poorly animals in the veterinary surgeon's role-play area. Parents receive daily updates, termly reports and access valuable information about their children's progress. Parents are provided with suggestions to support them to continue their child's learning at home.

### Personal development, behaviour and welfare are good

Children are cared for in a safe and nurturing environment. They behave well and are kind to their friends. They learn to value and respect their own and others' similarities and differences. Staff are positive role models. They reinforce good manners and regularly praise children. They teach children about the effects of exercise on their bodies and talk about the importance of healthy food. An effective key-person system is in place and staff understand the unique individual needs of all children. Staff join in children's play, show them how to use resources and reshape their learning through offering ideas.

### Outcomes for children are good

All children are motivated to play, explore and learn. They eagerly engage in activities that help them to gain the skills they need to become ready for school. Children develop their confidence and independence, and learn to follow instructions. They enjoy new discoveries, for instance, using painting programs on computer toys. They concentrate well on board games that promote their understanding of numbers and counting.

## Setting details

<b>Unique reference number</b>	206799
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1103123
<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 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Horsley Woodhouse Pre School Committee
<b>Registered person unique reference number</b>	RP522975
<b>Date of previous inspection</b>	17 November 2014
<b>Telephone number</b>	07969 964842

Horsley Woodhouse Pre-School registered in 1993 in Horsley Woodhouse, Derbyshire. The pre-school employs six members of childcare staff. All of these hold an appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Morning sessions are from 9.15am to 12.15pm. Lunchtime sessions are from 12.15pm to 1pm on Tuesdays and Thursdays, and afternoon sessions are from 12.15pm to 3.30pm on Mondays and Wednesdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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