

Collingham and District Pre-School



Wesley Rooms High Street, Collingham, Newark, Nottinghamshire, NG23 7NG

Inspection date

19 October 2017

Previous inspection date

17 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has failed to ensure that the relevant information about new committee members is sent to Ofsted to enable suitability checks to be completed.
- Although the manager has introduced new ways to evaluate and support the development of staff practice, her actions are not yet thorough enough to pinpoint where improvement is needed to raise the quality of teaching to the highest level.
- Staff who prepare and handle food have not received training to enhance their skills and to ensure they are effectively prepared for this aspect of their role.
- Staff do not fully gather detailed information from parents about what children already know and can do when they first start at the setting.
- Staff do not always give children enough time to think about and explain what they are doing during their play so that they can build on children's learning.

It has the following strengths

- The pre-school environment is warm and welcoming and children develop a sense of belonging. For example, they find their name from the board when they arrive.
- Staff support children's social skills well. For example, they teach children to manage their feelings and resolve any conflicts that arise. Staff are positive role models.
- The pre-school supports children's move to school very well and staff work with other professionals to share information about the progress children are making.

What the setting needs to do to improve further

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

	Due Date
■ provide Ofsted with the relevant information about committee members to enable suitability checks to be carried out	19/11/2017
■ develop further the support for staff to provide them with the knowledge and skills needed to raise teaching to a consistently good level	19/01/2018
■ support staff who prepare and handle food to receive training in food hygiene to enhance their skills and ensure they are fully prepared for their roles.	19/12/2017

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

- find out more from parents when children first start at the setting about what they already know and can do
- allow children more time to answer questions about their experiences and give their own explanations about what they are doing during their play.

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 two joint observations with the manager and they discussed their findings.
- The inspector discussed children's progress with the key persons and manager. She discussed staff suitability and qualifications, and the nursery's action plan with the manager.
- The inspector spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector spent time with and took account of the views of parents and children.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has not complied with the legal requirement to supply Ofsted with the information required to check the suitability of committee members. However, the impact of this is minimal as the members of the committee do not have unsupervised access to children. Safeguarding is effective. Staff are secure in their knowledge about how to keep children safe and know how to respond if they have concerns about a child's welfare. Suitable recruitment and induction procedures are followed to ensure staff's suitability. Staff have supervisions to discuss their professional development and training needs. However, staff have not received training in food handling. Nevertheless they follow appropriate procedures when they prepare and handle food. This means that children are not adversely affected. The manager evaluates the provision, but she does not identify the variations in staff practice, for example, at times staff do not always give children enough time to answer questions they are asked. The staff share information with parents to ensure they are kept informed about their child's day. However, they do not gather enough information from parents when children first start.

Quality of teaching, learning and assessment is good

Staff use their observations to make assessments and plan for children's next steps in learning. They understand the different ways in which children learn, providing good resources, activities and support to meet their individual needs. The manager monitors children's progress to ensure that any children requiring additional support are provided with the most appropriate help. Staff help children to develop good communication skills. For example, they play enjoyable parachute games to encourage listening and understanding skills. Children also enjoy quieter times, such as concentrating on completing jigsaws, chalking out drawings and sitting to listen to stories. Children explore pumpkins using a variety of tools safely. They enjoy scooping out the seeds and feeling the texture of them. Children create their own pictures using paint, glue and resources. They are proud of their achievements.

Personal development, behaviour and welfare are good

Staff are responsive to children's needs and recognise when some children need extra emotional support. Children have fun making bread ready for their snack. They comment on the smell of the bread as it is baking. Children have fun playing outdoors. They use hoops and balls to practise catching skills. Children are developing their physical skills.

Outcomes for children are good

Children who have special educational needs and/or disabilities and children who are learning English as an additional language receive effective support to help them achieve well. For example, staff regularly meet with parents and take advice from other professionals to help them meet all children's individual needs. Children develop important skills to help them in their future learning and the move to school.

Setting details

Unique reference number	253345
Local authority	Nottinghamshire
Inspection number	1103314
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	31
Name of registered person	Collingham & District Pre-school Committee
Registered person unique reference number	RP910393
Date of previous inspection	17 November 2014
Telephone number	01636893605

Collingham and District Pre-School registered in 1960. There are currently five members of staff working directly with the children. Of these, four hold qualified teacher status and one holds an early years qualification at level 3. The pre-school opens Monday and Tuesday from 9am until midday and on Wednesday, Thursday and Friday from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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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