

Stanley Village Pre-School

Stanley Village Hall, Park Avenue, Ilkeston, Derbyshire, DE7 5DH



Inspection date	2 November 2017
Previous inspection date	4 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

- Staff work well together as a team. Effective self-evaluation identifies strengths and current plans for further development. The manager effectively includes the views of others, to help identify ways to continually improve outcomes for children.
- Partnerships with parents are effective. Staff keep parents well informed about their children's learning, to help provide consistency for children's care and learning.
- Staff know the children well and develop caring and respectful relationships with them. Children form strong attachments to their key person and demonstrate that they are well settled and confident at the pre-school.
- All children, including those who have special educational needs and/or disabilities, receive good support. The manager and staff have strong, effective relationships with a wide range of professionals to ensure continuity in children's care and to support their developmental needs effectively.

It is not yet outstanding because:

- Although staff assess and observe children's achievements, the system to monitor individual children's development is not used precisely enough, to offer children extra challenge in their learning and help them to make rapid progress.
- At times, the organisation of some daily routines interrupts children's learning. Children are not able to complete the tasks they are doing to their own satisfaction or draw their play to a conclusion.

What the setting needs to do to improve further

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

- develop further the monitoring of children's development and achievements and use this information to plan highly challenging activities that help children to make the best possible progress
- manage changes in routines more effectively, to help minimise interruptions to children's learning and enable them to finish what they are doing to their own satisfaction and end their play for themselves.

Inspection activities

- The inspector held discussions with the manager, the chair of the committee and the secretary. She spoke with children and staff at appropriate times throughout the inspection.
- The inspector observed children's interactions indoors and outdoors, and discussed children's development with their key person. She observed the quality of teaching and the impact this has on children's learning and development.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint evaluation of an activity with the manager.
- The inspector looked at a sample of documentation, including staff suitability checks and self-evaluation documents. She viewed observations, assessments and documentation linked to monitoring children's progress.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of the signs that would cause them concern about a child's welfare and the processes to follow. The committee follows rigorous recruitment procedures to ensure the suitability of all staff working with children. Staff benefit from strong leadership. The manager oversees staff well. There are effective employment systems, including clear induction and supervisory meetings, to assess and support staff's ongoing quality of teaching. In addition, the manager supports staff effectively to update their professional skills and knowledge. For example, following training, staff have made changes to how they teach mathematics through play, which has helped to improve children's mathematical skills.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through play. They plan a wide range of stimulating activities to help promote learning successfully overall. Staff interact with children with enthusiasm, demonstrating a passion for their role. They foster good communication skills. They listen attentively to children, respond to their conversations and introduce new vocabulary, such as 'slushy' and 'slimy', while the children explore the insides of a pumpkin. Staff encourage children to develop early literacy skills. They provide enjoyable story sessions and support children to recognise and write their names. Staff take every opportunity to support children's mathematical skills, such as encouraging children to recognise numerals and talk about size and shape.

Personal development, behaviour and welfare are good

Staff have a good awareness of the individual care needs of children and promote these well. Children behave very well. Staff are good role models. They speak to children in a friendly and nurturing manner and support children to understand about fairness and how to share and be kind. For instance, children are respectful of their friends and successfully work together to find the sand timer and negotiate turn taking with the scooters. Children learn how to use equipment safely and have an awareness of a healthy lifestyle. They enjoy eating healthy food at snack time, have opportunities for daily exercise and follow good hygiene procedures. The manager establishes good links with the local schools, helping to provide consistency of learning for children as they start school.

Outcomes for children are good

All children are progressing well given their starting points. They are gaining skills for their future learning and eventual move on to school. Children listen and concentrate and are willing to try new things. They have a positive attitude to learning and are well motivated. Older children manage their personal care needs well and show good levels of independence and confidence as they move freely around the pre-school.

Setting details

Unique reference number	206878
Local authority	Derbyshire
Inspection number	1103132
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	24
Number of children on roll	33
Name of registered person	Stanley Village Playgroup Committee
Registered person unique reference number	RP517241
Date of previous inspection	4 November 2014
Telephone number	07800 663062

Stanley Village Pre-School registered in 1987. The pre-school is operated by a committee, with the day-to-day responsibility delegated to the manager. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at levels 2 or 3 and one holds a degree in early childhood studies. The pre-school opens Monday to Friday, during term time only. Sessions are from 9.30am until 12.30pm each day, with an optional lunch club until 1.15pm. There are also afternoon sessions on Mondays, Tuesdays and Fridays, from 12.30pm to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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