

Stonebroom Pre-School

Stonebroom Village Hall for Senior Citizens, Off Cleveland Road, Stonebroom,
Alfreton, Derbyshire, DE55 6JF



Inspection date

Previous inspection date

10 November 2017

25 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 acting manager and committee members provide strong leadership. They have high expectations for the children and a strong focus on continually raising the outcomes for them.
- Partnerships with parents are strong. Parents speak highly of the pre-school staff and how they are kept updated about their child's progress.
- The well-qualified staff effectively use their observations of children's play. They complete precise assessments of children's progress and plan interesting activities to effectively support the next steps in their learning.
- Children behave well and settle quickly into their play when they first arrive. New children starting at the setting are given plenty of support to learn about what is expected of them. Staff are warm and caring and all children develop strong relationships with them.

It is not yet outstanding because:

- On occasion, staff are too enthused in their teaching and do not provide enough time for children to think and respond to their questions.
- Sometimes, staff do not make the most of opportunities during planned routines and activities to extend children's learning.
- The organisation of some equipment does not always fully support younger children to make independent choices in their play.

What the setting needs to do to improve further

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

- give children more time to think and respond to questions
- make the most of all opportunities that arise to extend children's learning, so they make rapid progress in their learning and development
- provide more opportunities for younger children to make independent choices in their play, to support their interests and build on their learning experiences.

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 completed a joint observation with the acting manager.
- The inspector held a meeting with the acting manager. She looked at relevant documentation and evidence of the suitability of staff and committee members and also of the qualifications of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is good

The acting manager and committee members reflect on the service they provide. They seek the views of staff, parents and children to identify areas for improvement and take action quickly to enhance the outcomes for children. The acting manager knows how individual children are achieving. She closely monitors groups of children to help identify and close any gaps in their learning. Staff benefit from regular supervision sessions and monitoring of their professional development. They complete various training to develop their skills and knowledge. Staff share information gained through training with each another and implement their new skills and ideas in practice, to improve teaching and children's learning successfully. Safeguarding is effective. Staff have a good understanding of child protection issues. They ensure children are safe and supervised effectively. Risk assessments completed ensure hazards to children are minimised.

Quality of teaching, learning and assessment is good

Staff interact and engage with children well. They listen to the children and build on their interests. For example, children show an interest in stones and feathers. They place these objects on weighing scales. Staff use mathematical language well to help children learn the difference between heavy and light objects. Children explore further and become deeply involved in the activity. They repeat words and work out which object is the heaviest. Children benefit from taking part in group activities each day as well as from leading their own play. The staff know the children they care for very well. Overall, they challenge and motivate children in their play and learning effectively.

Personal development, behaviour and welfare are good

The successful key-person system helps to ensure that all children are emotionally well prepared to learn. Information is exchanged effectively between parents and staff from children's entry to the setting. Children's care and learning needs are met well. Children spend plenty of time outside in the fresh air. They develop their physical skills well and continue to learn effectively while outdoors. Children respect one another in play, such as sharing toys and taking turns. They develop good social skills, for instance, during imaginative role play. There are successful links with the local schools to help support children to make smooth transitions from pre-school to school when the time comes.

Outcomes for children are good

All children, including those the pre-school receives funding for, are making good progress given their starting points. Children develop the skills they need in readiness for the next stage in their learning and for their eventual move on to school. Children develop their literacy skills well. They make marks on different surfaces and enjoy looking at books. Children show good concentration and listening skills during planned group sessions. The most able children show good independence, such as going to the toilet by themselves. Younger children confidently explore and select toys that are accessible to them. Overall, children are well motivated in their play and are active learners.

Setting details

Unique reference number	EY311549
Local authority	Derbyshire
Inspection number	1104382
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	24
Name of registered person	Stonebroom Pre-School Committee
Registered person unique reference number	RP908648
Date of previous inspection	25 November 2014
Telephone number	07971 804936

Stonebroom Pre-School registered in 2005. The pre-school employs four members of childcare staff. Three of these hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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