

Thursfield Pre-School

Chapel Lane, Harriseahead, Stoke-on-Trent, ST7 4JL



Inspection date	4 December 2017
Previous inspection date	4 December 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

- Since the last inspection, the leader has coached staff to help improve the quality of teaching at mealtimes. Staff now successfully support children's communication, social and physical skills during these times.
- Professional development has had a positive impact on enhancing staff teaching and their knowledge of safeguarding. Staff have worked with teachers from the host school to develop their understanding of how to support children's mathematical development and early writing skills. The leader and provider review all staff practice regularly.
- Staff use additional funding effectively to help close gaps in children's learning. They skilfully identify resources for children to use, to help them rapidly grasp new skills.
- New children settle-in quickly. The arrangements to help prepare children for their move to school are very strong and children have positive attitudes about the move.

It is not yet outstanding because:

- Some parts of the daily routine are not well organised. This occasionally results in some children not being highly engaged in their learning as they wait for the next activity.
- Key persons do not make the most of the information parents provide about their children's capabilities to fully inform their assessments. Also, they do not consistently share detailed information with parents about their children's development.
- The leader does not fully involve parents in the evaluation of the pre-school to help prioritise improvements.

What the setting needs to do to improve further

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

- enhance the organisation of the daily routine to maximise opportunities for children to be highly engaged in their learning
- make the most of the information parents provide about children's capabilities at home to fully inform assessments and share more precise information with parents about all aspects of their children's development
- strengthen the evaluation of the pre-school to include the views of parents, to help prioritise future improvements.

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 observed an activity and evaluated it with the pre-school leader.
- The inspector held a meeting with the pre-school leader. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The leader monitors and manages children's learning and development effectively. For example, she has identified that there is scope to accelerate boys' counting skills further. To address this, she has developed ways to engage them more in using numbers based on their interest in superheroes. Safeguarding is effective. Risk assessments are thorough and staff minimise hazards to children, such as preventing them from leaving the building unnoticed during collection and drop-off times. All staff are knowledgeable about the procedures to report child protection concerns. The provider vets all staff and committee members to check their suitability to fulfil their roles and responsibilities.

Quality of teaching, learning and assessment is good

Staff carefully check the progress of individual children. When they identify gaps in children's development, they quickly speak to parents and identify programmes of support. This includes one-to-one activities to help children develop specific skills. Staff observe children to identify what they can do and need to learn next. They use this information to plan activities based on children's interests. The learning experiences provided help children to learn the skills they need for school or the next stage in their learning. For example, children become fascinated in giving Christmas cards to others. Staff build on their fascination of this by encouraging children to write cards to help them develop their early writing skills, including holding a pen correctly and forming recognisable letters.

Personal development, behaviour and welfare are good

Staff sensitively teach children to respect the views of others, including those who do not celebrate Christmas. The setting is welcoming and the environment is stimulating, with a range of toys to promote all areas of children's learning. The leader is currently improving the garden to provide a space for children to play outside for much of the day throughout the winter months. This is to support those children who prefer to learn outside. Staff manage children's attendance well. For example, when children are absent for long periods due to illness, they provide activities for them to complete at home. Staff promote children's healthy lifestyles effectively. Children develop a good range of physical skills, including balancing on a scooter. Staff encourage children to eat healthy food at the pre-school. Children's behaviour is good, and staff promote this in ways children relate to easily. For instance, they use a teddy bear with written rules pinned to his body parts, to promote children's good listening, sitting and looking skills. Staff working with the younger children are attentive to their care needs.

Outcomes for children are good

All children make good progress in their learning and development. Younger children develop good communication and language skills. They enthusiastically sing songs with staff about Christmas. Older children's mathematical development is good. They can count quantities in sequence and solve simple problems.

Setting details

Unique reference number	218157
Local authority	Staffordshire
Inspection number	1103186
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	30
Number of children on roll	41
Name of registered person	Thursfield Pre-School Committee
Registered person unique reference number	RP904754
Date of previous inspection	4 December 2014
Telephone number	07816532173

Thursfield Pre-School registered in 1993. The pre-school opens from Monday to Friday, from 8am until 6pm, during term time only. It is situated within the grounds of Thursfield Primary School and is run by a voluntary management committee. The pre-school also offers out-of-school care for children attending the school. It employs five members of childcare staff. Of these, four hold appropriate early years qualifications, including one at level 2, two at level 3 and one with qualified teacher status. The setting receives funding to provide free 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

