

# The Glebe Pre School

Stanton Road, Stapenhill, Burton-on-Trent, Staffordshire, DE15 9RR



## Inspection date

6 December 2017

Previous inspection date

17 March 2015

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 committee and manager communicate high expectations to staff and foster a culture of continuous improvements. They seek and respond to the views of staff, children and parents.
- Parents are invited to become committee members and be involved in leading and managing the setting. Staff work particularly well with parents and other professionals to identify and meet the needs of children who have special educational needs and/or disabilities.
- Staff focus strongly on promoting children's social skills and confidence. Children who are initially less eager to interact with others become confident to engage in small-group activities. Children show high levels of confidence as they prepare to take part in singing and performing in the Christmas show.
- Children develop good levels of curiosity and enjoy exploring and investigating. They experiment and test out their ideas using the wide range of resources provided.

### It is not yet outstanding because:

- Detailed information about what children can already do when they first start is not always swiftly obtained from parents.
- The level of support provided to children who are just learning to speak English as an additional language is not consistently high.

## What the setting needs to do to improve further

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

- obtain detailed information more swiftly from parents about their child's prior achievements so that children are consistently helped to make the best progress, right from the start
- enhance the support given to children who speak English as an additional language so that they have consistent opportunities to make the best progress they can during all activities.

### Inspection activities

- The inspector observed the children's indoors and outdoors play area. She assessed the quality of interactions between staff and children.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held discussions with the manager, committee members and staff. She looked at relevant documentation and evidence of the suitability of persons working in the setting.
- The inspector interacted with children during the inspection. She spoke to parents and took their views into account.

### Inspector

Christine Armstrong

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is highly qualified and skilled. She helps staff to reflect upon and develop their knowledge and skills. She closely monitors the progress of children. She uses this information well to identify areas for improvements in teaching. This has recently resulted in an increase of focus on helping children to develop their interest and understanding in number, size, measure and shape through play and routines. The arrangements for safeguarding are effective. Recruitment and ongoing staff suitability checks help to ensure all adults are suitable to work with children. All necessary steps are taken to keep children safe and secure as they play. Staff know the procedures they must follow if they are concerned about a child's welfare.

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

Staff provide children with a wide range of stimulating resources and activities. They model, demonstrate and explain to children how they can use the resources and how to play with each other. Staff provide a good balance of large and small adult-led group activities, which children enjoy taking part in. They encourage children to sit, listen and take turns in joining conversations. They help children to listen to sounds and learn a wide range of rhymes, songs and stories. Staff incorporate learning into routines and help children to consolidate concepts such as number. For example, children are asked to use the cloth to wipe the table three times after snack time. Staff identify well targeted next steps in children's learning. They share this information with parents and help parents to support children's learning at home.

### Personal development, behaviour and welfare are good

Staff successfully support children's emotional well-being. They are sensitive and responsive to children's needs and feelings. Children receive lots of encouragement to recognise and celebrate their achievements. Children show good levels of confidence in taking the lead, such as being helper of the day. Children develop positive relationships with each other. They play cooperatively and work together to complete tasks, such as carrying large items during tidy-up time. Children play imaginatively and overcome challenges they incur as they play, such as how to move the see-saw while still sitting on it. Children learn how to use the stairs and climbing frame safely.

### Outcomes for children are good

Children develop the skills for their next steps in their learning and school, when the time comes. They enjoy being independent and doing things for themselves. They are active and motivated learners who initiate their own play and follow their own interests. Children show increasingly high levels of interest and understanding of number, size, measure and shape. Children correctly count how many children are present and recognise some numerals and shapes in the environment. Children recognise their name in print and use gestures and sounds to represent letters. Children listen well to stories and they learn a wide range of songs and rhymes.

## Setting details

<b>Unique reference number</b>	218259
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1090023
<b>Type of provision</b>	Sessional 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 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	The Glebe Pre-School Committee
<b>Registered person unique reference number</b>	RP907861
<b>Date of previous inspection</b>	17 March 2015
<b>Telephone number</b>	07989 036 843

The Glebe Pre School registered in 1992. The pre-school employs four members of childcare staff. The manager holds a degree in early years and staff hold appropriate early years qualifications at level 3 to 5. The pre-school is open during term time only from 9.15am until 12.15pm Monday to Friday and a lunch club is available from 12.15pm until 1.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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