

Carlton Pre-School Playgroup

Richard Herrod Centre, Foxhill Road, Carlton, Nottingham, NG4 1RL



Inspection date

11 December 2017

Previous inspection date

24 June 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 support children's emotional needs well. They provide an environment that enables children to feel safe and secure. Children form close, caring bonds with staff.
- Partnerships with parents are good. Communication between home and the pre-school is effective and contributes to children making good progress in their learning.
- Staff provide good support for children who have special educational needs and/or disabilities. They work closely with other professionals and agencies to ensure good outcomes for children.
- The manager and staff are very ambitious and dedicated to providing the best-quality provision they can for children. They carry out accurate evaluations of the pre-school to support their proactive drive for continued improvement.
- Staff work closely with local schools, to help children gain skills that prepare them well for their next stages in learning.
- Well-qualified staff help children learn and develop well. They observe children carefully and build on their emerging interests and skills.

It is not yet outstanding because:

- At times, staff do not consistently focus on providing children with the highest level of challenge during activities to build as much as possible, on what they can already do.
- The outdoor environment is not always meticulously planned to ensure it promotes very high levels of curiosity, concentration and imagination for all age groups of children.

What the setting needs to do to improve further

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

- enhance the already good teaching to provide children with greater levels of challenge during play, to support their rapid progress
- enrich the outdoor environment to encourage all age groups of children to be highly motivated, curious and imaginative learners.

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 checked a range of documentation, including safeguarding procedures and evidence of staff suitability and qualifications.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff show a good understanding of how to deal with any concerns about a child's welfare and all undertake safeguarding training. Leaders implement effective systems to ensure all staff are suitable to work with children. Recruitment procedures are robust. The manager ensures staff benefit from regular supervision, mentoring and professional development opportunities. This helps staff to continuously build on their skills and provide children with high-quality care and learning opportunities. Recent changes in staffing have been managed well, and staff work closely together. Parents say they know what their children are doing each day and are very pleased with their children's progress.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of what children can do and plan activities that match their next steps in learning. Where staff identify gaps in children's learning, they swiftly put plans in place to help them catch up quickly. Staff support children to develop good communication and language skills. For example, staff ask children questions to encourage them to think and work together to find solutions to problems. Younger children develop good physical abilities and gain confidence in their coordination skills. For instance, they use ride-on cars and scooters as they navigate space well. Children have fun in the snow and say that the snow is 'crunchy' under their wellington boots. They are excited as they write their letters to Santa and talk about what they would like for Christmas. Children are enthusiastic and confident, as they practise their Christmas performance. Staff develop children's mathematical understanding skilfully. For example, they support children's understanding of number as they play and explore.

Personal development, behaviour and welfare are good

The manager and staff have a good understanding of risk. For example, staff ensure they deploy themselves effectively across the play areas to supervise children well. Children are happy and settled. They behave well. Staff support children to identify the impact of their behaviour on others. This means that children are sensitive to others' needs and form positive relationships. Children benefit from the healthy snacks and fresh drinking water on offer. Older children develop their independence as they carry out simple tasks for themselves, including how to manage their personal care routines and how to tidy up after themselves. Children choose from a good range of resources as they initiate their own play.

Outcomes for children are good

Children are very good listeners and able communicators. They contribute well to discussions and recognise that they need to take turns. Children choose and listen to stories attentively and use books to support their learning. They learn to recognise and sound out letters in their name. Additional funding is used effectively to support individual children's progress.

Setting details

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| Unique reference number | 258602 |
| Local authority | Nottinghamshire |
| Inspection number | 1087731 |
| 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 | 26 |
| Number of children on roll | 44 |
| Name of registered person | Carlton Pre School Playgroup (Nottingham) Committee |
| Registered person unique reference number | RP910050 |
| Date of previous inspection | 24 June 2014 |
| Telephone number | 0115 9612949 |

Carlton Pre-School Playgroup registered in 2000. The pre-school employs nine members of staff. Of these, seven hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens Monday to Friday, during school term time only. Sessions are from 9am to 12noon and 12.45pm until 3.45pm with a lunch club from 12 noon until 12.45pm. They provide funded early education for two-, three- and four-year-old children.

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