

# Armitage Preschool

Armitage With Handsacre Village Hall, Shropshire Brook Road, Armitage, RUGELEY,  
Staffordshire, WS15 4UZ



## Inspection date

Previous inspection date

5 January 2018

23 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 committee and management team have made effective changes to improve the way that Ofsted is notified of changes to committee members.
- The manager and her staff are an experienced and well established team who have a secure knowledge of how young children learn and develop. They work very well together and maintain good levels of achievement for all children.
- Staff provide a caring and nurturing environment that effectively supports children's emotional well-being. Children show that they feel safe and secure, and build good relationships with staff and their peers.
- Children are happy and enjoy their learning. Overall, the range of activities supports children's development effectively. Staff observe the children and make accurate assessments about what they need to learn next to make further progress in readiness for their eventual move on to school.

### It is not yet outstanding because:

- Staff's professional development is not yet specifically focused on raising the quality of teaching to an outstanding level.
- Staff do not always recognise how they can re-shape activities following changes to routines during the session, such as when children are not able to use the outdoor play space as planned, to help maintain children's focus and engagement.

## What the setting needs to do to improve further

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

- sharpen the focus of staff's professional development to raise the good-quality teaching to the next level
- support staff to recognise how to adapt activities following changes to planned routines, to help maintain children's focus and engagement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke with children and staff during the inspection.
- The inspector spoke to a small number of parents and carers during the inspection and took account of their views.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the qualifications and suitability of staff working in the pre-school and those of the associations on the committee.

### Inspector

Jackie Nation

## Inspection findings

### Effectiveness of the leadership and management is good

Prompt action has been taken to make sure Ofsted are notified of any changes in the registered body to ensure all checks on individuals are carried out in a timely way. Arrangements for safeguarding are effective. All staff have a very clear understanding of what they need to do if they have any concerns about a child's welfare. Staff develop their good practice through regular supervisory meetings and training. For example, they are aware of updates in their safeguarding remit. This includes their duty to prevent children from being drawn into situations that may put them at risk of harm. Ongoing evaluation of the provision ensures outcomes for children continue to improve. Staff keep a close check on children's progress and this is shared with parents. They identify children's next steps in learning and encourage parents to be involved in their child's learning at home. Parents and carers spoken to during the inspection are complimentary about the provision.

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

Teaching is good and supports children to acquire the skills and capacity to develop and learn effectively. Staff interact effectively with children as they play and support children's communication and language development very well. For example, staff model play, engage children in purposeful conversations and suggest ideas to prompt children's thinking skills. They support children's growing interest in stories, songs and nursery rhymes. Children are lively and enthusiastic learners who use their imagination in role play and in play with small-world resources. For example, younger children enjoy playing with the garage and cars. Older children count well and become adept at using different tools, such as while manipulating dough and holding pencils to write their name. They demonstrate perseverance when completing tricky tasks, such as using scissors to cut along straight and zig-zag lines. Children enjoy creative and sensory play as they mix foam and paint together and they describe the mixture as 'squidgy and soft'.

### Personal development, behaviour and welfare are good

Children's well-being is effectively supported by the warm and attentive care given to them by staff. Children's individual needs and unique characteristics are recognised and valued. Staff are good role models who speak respectfully to children and each other. They praise children's achievements and teach them about positive behaviours, such as sharing, taking turns and using 'magic words', such as please and thank you. Overall, children's physical development is promoted well. They learn how to throw, catch and kick balls. Children wash their hands before eating a nutritious snack. They learn how to keep themselves safe while using equipment and resources, such as scissors, and are reminded about not running in the hall.

### Outcomes for children are good

Children are well prepared for their next stages in learning and the eventual move on to school. Their early mathematical and literacy skills develop well. Children develop competent independence skills and make choices about what they would like to play with. Children learn about the world around them and about the needs of others.

## Setting details

<b>Unique reference number</b>	218087
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1108080
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Armitage Pre-School Committee
<b>Registered person unique reference number</b>	RP901842
<b>Date of previous inspection</b>	23 June 2017
<b>Telephone number</b>	07855 721 858

Armitage Preschool registered in 1995 and is managed by a committee. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one is a qualified teacher. The pre-school opens from Monday to Friday term time only. Sessions are from 9.45am until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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