

Storrs Road Pre-School

Storrs Road Methodist Church & Centre, Upper Moor Street, CHESTERFIELD,
Derbyshire, S40 3NR



Inspection date

Previous inspection date

26 April 2018

17 July 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

- Partnerships with parents are strong. Parents spoken to on the day of the inspection praise the staff team on their warmth, professionalism and support for their children. They state that they are regularly updated about their child's learning and development and are actively encouraged to continue to support their child's learning at home.
- The manager monitors staff performance effectively. For example, staff are regularly offered supervision sessions. The manager and her deputy quickly identify staff training needs and provide opportunities for staff to extend their knowledge and skills. As a result, the quality of teaching is good and outcomes for children continue to improve.
- Children settle very quickly when they first arrive at the setting and independently choose activities and toys to play with. They are very happy and there are warm and secure attachments in place between the staff and the children.
- The key-person system works effectively. Staff know the children well and have a close and accurate overview of their key-child's learning and care needs.
- Staff effectively use observations and assessments of children's progress to plan for their next steps in learning, generally. Children make good progress from their starting points.

It is not yet outstanding because:

- Sometimes staff do not make the most of opportunities to fully support children's interests and the next steps in their learning.

What the setting needs to do to improve further

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

- make the most of all opportunities to deepen and extend children's interests and identified next steps so that they make even better progress.

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 manager.
- The inspector held a meeting with the 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

Safeguarding is effective. Staff have a secure understanding of their role and responsibility to keep children safe from harm. They know what procedures to follow should they have a concern about a child in their care. Staff have completed child protection training to keep their knowledge of wider safeguarding practice updated. Staff deploy themselves effectively and supervise children closely to make sure they are safe. The manager effectively reviews the quality of her provision. She and her staff team have successfully addressed the action raised at the last inspection. Staff know they must complete a written summary of the progress check for children who are aged between two and three years, and also share this with parents.

Quality of teaching, learning and assessment is good

The well-qualified staff team works effectively to create a happy, learning environment for children. Staff are motivated and enthusiastic in their teaching, and interaction with children is good. They model thinking well and give children plenty of time to think and come up with their own ideas. Children are effective communicators and confidently share what they know and can do. Staff build on opportunities to extend children's vocabulary. They repeat words clearly to help the youngest of children communicate with others. Staff challenge and motivate children in their play and learning effectively. For example, children concentrate and keep trying to form letters on mounted clear wrapping material. Their finished work is displayed and staff praise them for this.

Personal development, behaviour and welfare are good

Children's health is promoted well. They are actively involved in preparing their own light snacks and are provided with opportunities to enhance their learning. For example, the staff talk with the children about the shapes, colour and sizes of the bread and vegetables and why they are good for them. All mealtimes are social. Children learn to listen and take turns in conversation to help support their social skills. They also share toys and take turns. Children's behaviour is good. Staff ensure children have choices in their play and also that they spend time outdoors in the fresh air. Children have opportunities to manage their own risks and develop their balancing skills well. They carefully move along raised balancing apparatus and their friends remind them to keep safe as they do so. 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 whom the school receives funding for, make good progress given their starting points. Children develop the good skills they need for their future learning and for their eventual move on to school. For example, they are independent and manage their own self care needs well. Children enjoy looking at books and having popular stories read to them. Children are active learners and are curious. They show an interest in technological toys and know how to operate simple equipment.

Setting details

Unique reference number	509209
Local authority	Derbyshire
Inspection number	1110235
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	24
Number of children on roll	56
Name of registered person	Storrs Road Pre-School Committee
Registered person unique reference number	RP522992
Date of previous inspection	17 July 2017
Telephone number	07790434909

Storrs Road Pre-School registered in 1974. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualifications at level 4, five hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens Monday, Wednesday, Thursday and Friday. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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