

# South Normanton Pre-School CIC

The Hub, Shiners Way, South Normanton, Derbyshire, DE55 2AA



## Inspection date

19 June 2018

## Previous inspection date

1 May 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

- Leaders have an accurate view of the strengths and weaknesses of the pre-school and take into consideration the views of children who attend. As a result, actions have been taken to improve the quality of care. For example, leaders have recognised children's interests and have acted on these by providing additional water play and digging activities in the outdoor area.
- Teaching is strong and staff know children well. Staff support children's development in communication by making effective use of available resources. They encourage children to use their imagination and model pretend-play to support children's development in communication.
- Leaders ensure that the pre-school, both indoors and outdoors, is well-resourced, safe and inviting to children. Resources are relevant and well-organised, they cover all areas of learning and are accessible to all children in attendance.
- Leaders and staff provide children with a range of opportunities that allow them to develop key skills they require for the next stage in their development.

### It is not yet outstanding because:

- Leaders and managers do not make full use of the information they gather from assessments to identify common areas of development for particular groups of children who share the same characteristics.
- Staff do not always allow children the time to respond to questioning when spontaneous learning opportunities present themselves during adult-led activities.

## What the setting needs to do to improve further

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

- use information already gathered from children's assessments to identify areas of development for particular groups of children
- encourage staff to allow children time to respond when asked questions.

### Inspection activities

- The inspector observed activities in both of the pre-school rooms and the outdoor play area.
- The inspector spoke to members of staff and children.
- The inspector held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector reviewed children's records, evidence of the suitability of staff working at the nursery and a range of other documentation.

**Inspector**  
Christy Dave

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff keep children safe. They are clear about the signs and symptoms of abuse, and the procedures to follow if they have concerns. They are aware of wider safeguarding issues such as the importance of seeking explanations about injuries children have sustained outside of the pre-school. The manager monitors the progress and development of children. She makes referrals to other agencies and professionals when children need extra help. This supports children to reach their expected levels of development. Additional funding, such as the early years pupil premium, is used to positive effect to support children's development. For example, funds have been used to increase staff resource for those children who need additional support. The manager regularly monitors staff practice. She gives staff feedback to improve their practice, and identifies and responds to their training needs.

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

Staff are well qualified and the quality of teaching is strong. Staff make accurate assessments of children's progress and use this information to plan appropriate learning opportunities. Staff develop children's communication skills by introducing new topics into pretend play. For example, a member of staff generates a discussion about different types of vegetables during a shopping activity. Staff talk with children, and skilfully introduce mathematical language into conversation. For example, a member of staff asked a child if objects were bigger or smaller when viewed through binoculars. Staff repeat key words and letters to children to secure and reinforce their knowledge of literacy. Leaders ask parents to provide information about what their children can do when they first start. This information is used to plan for their learning. Staff update parents about their children's development at parent mornings, during daily feedback, and via an online system.

### Personal development, behaviour and welfare are good

Staff act as good role models and children behave well. Children are confident to join in activities and take turns with each other. Staff remind children about expected behaviours when the need arises and children respond appropriately. Children follow daily routines well and know what is expected of them. For example, when they come in from outdoor play they know to settle down ready for group singing time. Staff regularly praise children and this helps children to develop a positive sense of themselves. Children enjoy physical exercise. For example, they dig in the garden and balance on apparatus.

### Outcomes for children are good

Children are making typical progress in their learning and development. The manager is aware of those children who are at risk of falling behind. She is working well, alongside other agencies, to support those children to catch up. Children are well prepared for the next stage in their learning. Young children enjoy making marks with paint brushes to improve their hand strength and dexterity in preparation for holding pens. Older children enjoy writing in different materials. For example, they spell out their name using Lego. Older children enjoy circle time and were observed to concentrate and take turns with friends during a phonics activity.

## Setting details

<b>Unique reference number</b>	EY414701
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1134764
<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>	0 - 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	South Normanton Pre-School CIC
<b>Registered person unique reference number</b>	RP907059
<b>Date of previous inspection</b>	1 May 2015
<b>Telephone number</b>	01773 814 309

The South Normanton Pre-School CIC was registered in 2010. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, two at level 6 and the manager holds Early Years Professional status. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 12pm and 12.45pm until 3.45pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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