

# Coton in the Elms Pre-School

Community Centre, Elms Road, Coton-in-the-Elms, Swadlincote, Derbyshire, DE12 8HD

## Inspection date

26 June 2018

Previous inspection date

6 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

- Members of the management committee have a good understanding of their responsibilities. They have effective policies and procedures in place to manage and review staff performance.
- Staff are well-trained, knowledgeable and experienced. They understand well how young children learn. They adapt their teaching to meet the needs of individual children. As a result, children make good progress.
- Staff consult the children regularly about what they want to play with and what they are interested in. The pre-school has a wide range of good quality toys and equipment. Staff plan effectively how they use the resources. This results in children who are interested in learning and who concentrate well.
- Staff help children to understand how to share and take turns. For example, they explain to the children about letting another child have turn with a toy when the long hand on the clock is pointing at the number six.
- Children's literacy and numeracy skills are developing well. Staff use role play activities, such as restaurants and hair salons, to promote these skills in a fun way.

### It is not yet outstanding because:

- Staff do not consider how they can use all the natural aspects of the outdoor area when they plan for children's learning.
- Staff do not consider how the constant use of background music affects children's ability to focus and listen.

## What the setting needs to do to improve further

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

- review how the outdoor area is used, so that full advantage is taken of the natural environment when teaching children
- consider how background music is used, to make sure that it does not distract children from learning.

### Inspection activities

- The inspector observed activities in the pre-school room and the outdoor area.
- The inspector spoke to staff members and the committee chairperson at appropriate times during the inspection.
- The inspector carried out a joint observation 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, planning documentation, evidence of staff suitability and a range of other documentation including policies and procedures.

### Inspector

Joanne Smith HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are good role models for children. They treat children with respect. As a result, children are well behaved and are developing good social skills. Relationships with parents are positive. Information sharing between staff and parents is good. This means that staff have a well-rounded knowledge of the children. The pre-school has a positive relationship with staff at the school that children move on to. The reception class teacher visits the pre-school regularly and the pre-school children visit the school on special occasions. This actively supports children's transition to school. Safeguarding is effective. The committee chairperson understands her role in the safeguarding procedures. Staff have a secure understanding of what to do if they suspect a child is at risk of harm. In addition, they know about wider safeguarding matters, such as what might indicate a child is being exposed to extremist ideas.

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

Staff make accurate assessments of children's development. They use the assessment information effectively to identify where children need most support. Staff provide individual children with a varied range of activities to aid their development. For example, children who need help to develop their communication and language take part in speaking and listening activities, such as playing sound lotto games and speaking in a small group. Staff are skilled teachers who have high expectations of children. When they teach children to recognise shapes, for example, they include complex shapes such as a hexagon. They also use the correct geometrical names for shapes, for example, rectangle and oval.

### Personal development, behaviour and welfare are good

Children are confident, happy and settled. They understand and follow the familiar routines that the pre-school has in place. Children are offered snacks and drinks that are healthy and include fruit, dairy products and water. Children manage snack time themselves. Staff use a sign showing numbers and pictures to tell children how much of each food item they can have, for example, two pieces of fruit and one piece of cheese. Children follow the rules, and help each other to understand them. Children are physically active. Older children can use pedals on bikes to propel themselves forward, developing their technical skills and muscle strength. Children also enjoy playing games with staff, such as tennis. This type of activity is successfully developing their coordination.

### Outcomes for children are good

Children are well prepared for their future education. Children's writing skills are developing well. They hold and use pencils, and other writing tools, with control. In activities children are able to make marks to represent writing, for example they fill in an appointment book at the hair salon. Some older children write recognisable letter shapes. Children recognise numbers, and can rote count to numbers over 10. Some children independently and accurately count up to three objects. Children enjoy looking at books, both independently and with the support of an adult. They can remember and recall familiar stories, such as The Three Little Pigs, and some re-enact the stories in their play.

## Setting details

<b>Unique reference number</b>	EY252588
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1134765
<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>	24
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Coton in the Elms Pre-School Committee
<b>Registered person unique reference number</b>	RP907581
<b>Date of previous inspection</b>	6 May 2015
<b>Telephone number</b>	01283 763418 / 07935 379994

Coton in the Elms Pre-School opened in 1972. The setting is situated in Swadlincote, Derbyshire. There are two childcare staff qualified at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 12 noon. The pre-school provides funded early education for two-, three- and four-year-old children.

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