

Newton Solney Pre School



Newton Solney C of E Infant School, Trent Lane, Newton Solney, Burton-on-Trent, Staffordshire DE15 0SF

Inspection date	12 September 2018
Previous inspection date	10 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Children have strong relationships with their key person. Staff support children's sense of emotional well-being effectively. Children demonstrate they are happy, safe and secure in the pre-school.
- Staff build close working relationships with parents and work together to support children in a consistent manner. They share information with them regularly and offer suggestions about how parents can help children's learning at home.
- All children make good progress from their starting points. Staff make regular observations of children's achievements and use them well to plan interesting activities.
- Children develop good social skills and enjoy playing with their friends and staff. Staff are positive role models and provide children with good examples of how to interact with others, such as taking turns and sharing. Children behave well.
- Good self-evaluation helps the manager to identify strengths and areas for development. She successfully seeks the views of staff and parents to help make the changes and improvements to the pre-school to benefit all children.

It is not yet outstanding because:

- At times, staff do not recognise some opportunities to extend older children's interest in mathematical language and concepts to the highest possible level.
- Children do not consistently get the opportunity to complete self-chosen activities to their own satisfaction as staff call them to join in with group times.

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 opportunities that help older children develop their interest in mathematical language and concepts to the highest levels
- develop group activities in ways that will support children's individual needs and learning further.

Inspection activities

- The inspector spoke with members of staff, the secretary of the committee and children at appropriate times during the inspection and held discussions with the manager.
- 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 evaluation of an activity with the manager. She discussed children's learning and development. She looked at children's learning records and discussed the progress they make.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled a range of documentation, including attendance records, evidence of staff suitability checks and documentation linked to managing children's progress.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

The manager is enthusiastic and provides strong leadership. She has high expectations for the pre-school. Safeguarding is effective. The manager, committee and staff have a good understanding of their responsibilities to protect children from the risk of harm. They know what to do if they have concerns about children's welfare. The committee and manager follow rigorous procedures to ensure staff are suitable for their role. The manager supports and monitors the quality of teaching carefully and provides effective coaching and training for staff. She tracks the progress of different groups of children to close any gaps as quickly as possible through targeted learning. Staff work effectively with other settings that children attend to help provide continuity of care and learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through their interests and play. They interact with children in a positive manner and provide a wide range of activities and opportunities to help promote children's learning. Staff provide good support for children's language and communication skills. For instance, they ask older children thought-provoking questions and help them to recall past events. They introduce new words, such as 'bumpy' and 'rough' to extend younger children's vocabulary. Children enjoy being creative as they make pictures of dinosaurs. Younger children enjoy exploring textures and experimenting, for example, with the glue as they create their pictures. Some children competently use tools, such as scissors and screw drivers to create their dinosaurs and unscrew the screws.

Personal development, behaviour and welfare are good

Staff create a welcoming and stimulating environment. They support children to learn how to keep themselves safe while they play. Children demonstrate they are comfortable in their surroundings and show confidence as they play harmoniously with their friends. Staff support children to develop a secure understanding of how to develop healthier lifestyles. Children enjoy frequent exercise inside and outside, learn the importance of maintaining good hygiene, such as washing their hands frequently, and eat freshly prepared, healthy snacks. Children gain a positive awareness of people's differences and begin to make links with their own families' similarities. Transitions are very good and help children with the move on to school.

Outcomes for children are good

Children learn useful skills that help to prepare them well for future learning and starting school. Weekly visits to the local school help children become familiar with the building and people they will get to know. Children listen, concentrate, are well motivated and have a positive attitude to learning. Children develop good physical skills, such as learning to balance in different ways during outside play. Some older children can write their names and show an interest in learning about letter sounds.

Setting details

Unique reference number	206830
Local authority	Derbyshire
Inspection number	10068150
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	20
Number of children on roll	18
Name of registered person	Newton Solney Pre School Committee
Registered person unique reference number	RP908660
Date of previous inspection	10 May 2016
Telephone number	07788423171

Newton Solney Pre School registered in 1999. It is run by a committee and is based in the grounds of Newton Solney Infants School. The pre-school employs four members of childcare staff. All of whom hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday Monday, Wednesday and Friday and 9am until 3pm on Tuesday and Thursday. The pre-school provides funded early education for three- and four-year-old children.

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