

Collingham and District Pre-School

Wesley Rooms, High Street, Collingham, Newark, Nottinghamshire NG23
7NG



Inspection date	19 September 2018
Previous inspection date	19 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- The manager and committee have made significant improvements to the pre-school since the last inspection. They support the staff well through supervision meetings. Staff discuss professional development opportunities to extend their teaching practice to help them improve outcomes for children.
- Staff now gather clear information from parents about their child at the start of their placement. This gives staff an understanding of children's individual needs and helps them plan appropriate next steps for their learning.
- Well-qualified staff interact enthusiastically with children. They provide a wide range of activities and resources, which engage and interest children. Children choose happily from the different activities on offer and appreciate the choices available to them.
- Children are well prepared for their future and starting school. They develop good self-help skills, confidence and independence. Staff patiently encourage them to do things for themselves.
- Staff are good role models. They teach children to build friendships and to behave well. Children play cooperatively together. They learn to take turns, be polite and are beginning to learn to show respect and tolerance for each other.

It is not yet outstanding because:

- Management's monitoring of children's progress is not rigorous enough to analyse the progress made by different groups of children.
- Occasionally, the planning of adult-led activities is not effective enough to enable children to meet the learning intentions set and to support high quality teaching and learning.

What the setting needs to do to improve further

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

- focus more precisely on comparing the progress made by different groups of children to increase the potential for them to achieve rapid progress in their learning
- review the planning of adult-led activities and how they are delivered to raise teaching standards to the highest level.

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 spoke with staff and children during the inspection.
- The inspector held a meeting with the pre-school manager and provider. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with a selection of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the pre-school manager.

Inspector

Peter Towner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to keep children safe and know how to report any concerns. The manager and committee have suitable recruitment procedures to help ensure that new staff are appropriate to work with children. Staff now take part in regular supervision meetings and complete mandatory and specialist training. For example, all staff have completed paediatric first-aid and food hygiene training. This means children benefit from up-to-date knowledge. Recent professional development training has also led to the introduction of a weekly mathematics challenge for children. Staff work effectively in partnership with local schools and other relevant agencies. They understand the importance of a coordinated approach and share important information, to help provide consistency in children's care and learning. Additional funding received for children is used thoughtfully to support their good progress, meet their individual needs and provide new learning experiences.

Quality of teaching, learning and assessment is good

Staff understand how children learn through play and gain good knowledge of the children's needs. They work closely with parents to get a good insight into what children can already do when they start at the pre-school. Overall, staff interact well with children and provide good-quality teaching, helping to progress children's learning and development. For example, children make pictures with pasta pieces and coloured pompoms. They make choices about decorations and develop their small-muscle skills as they glue these to paper plates. Staff talk with the children about the colour and the texture of the materials. They ask effective questions, helping to support children's language development. Children have fun as they enjoy action and number songs that help them to count and calculate. They learn about volume and capacity as they fill and empty containers in the sand and rice tray.

Personal development, behaviour and welfare are good

Staff have created a welcoming and stimulating environment where children are keen to explore and learn. They enter the pre-school enthusiastically and are pleased to see their friends. Children are eager to help with tasks, such as tidying away toys, cleaning tables and preparing snacks. Staff effectively support children's sense of self-esteem and they acknowledge their achievements. Children learn about the importance of healthy lifestyles. They enjoy plenty of fresh air as they play in the outdoor environment. Children follow good hygiene routines and enjoy healthy and nutritious, freshly prepared snacks.

Outcomes for children are good

All children make at least good progress in their learning. Children are able to communicate their needs and are becoming confident individuals. They listen and concentrate very well and are developing positive attitudes towards learning. Children benefit from the close liaison between the pre-school and the neighbouring school. They become familiar with school routines and school staff during visits. Children are gaining very suitable skills in readiness for the next stage in their learning and their move on to school.

Setting details

Unique reference number	253345
Local authority	Nottinghamshire County Council
Inspection number	10077400
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	26
Number of children on roll	21
Name of registered person	Collingham & District Pre-school Committee
Registered person unique reference number	RP910393
Date of previous inspection	19 October 2017
Telephone number	01636893605

Collingham and District Pre-School registered in 1960. The pre-school employs six members of childcare staff. Of these, one is qualified at level 3, one at level 6 and four hold qualified teacher status. The pre-school opens Monday to Wednesday from 9am until 12noon and on Thursday and Friday from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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