

South Wingfield Pre-School Playgroup

The Parish Rooms, Church Lane, South Wingfield, ALFRETON, Derbyshire
DE55 7NJ



Inspection date	19 September 2018
Previous inspection date	23 September 2015

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

- The manager has a very positive approach and aims to make improvements and raise the quality of the provision. She works effectively with staff and the local authority to evaluate their practice and implement effective action plans to help improve the outcomes for children.
- Staff are well qualified and experienced. They know children very well and talk knowledgeably about their key children. Staff interact positively with children and join in with them as they play.
- Children who are moving on to the village school are prepared exceptionally well. They visit the school each week where they have their lunch and spend time in the playground. Parents comment that their children's move to school is a seamless, natural process.
- Children develop a good understanding of their local community. They show pride and joy when asked to join in with community activities. For example, they excitedly show off the scarecrows they have made for the village scarecrow competition.
- Children have plenty of opportunities for fresh air and exercise. They play confidently in the spacious garden each day, practising and refining their large physical skills. For example, they learn to ride a bicycle and balance on scooters.

It is not yet outstanding because:

- Staff do not always use what they know about children well enough when planning adult-led activities.
- Partnership working with other settings children attend is not yet fully secured to ensure children receive consistent support.

What the setting needs to do to improve further

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

- strengthen the planning of adult-led activities and focus on what children already know and can do, so that all children become more deeply involved
- strengthen partnership working with other settings that children attend to share more information about children's learning and development and to help ensure consistent support.

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 observed a planned activity and then evaluated this with the pre-school manager.
- The inspector sampled a range of documentation, including records to show the progress children are making, staff files, safeguarding reports, and evidence of the suitability of staff.
- The inspector spoke with staff and children during the inspection at appropriate times. She sampled the planning of activities and discussed this with staff.
- The inspector spoke with some parents and viewed written feedback from the pre-school's own survey, and took account of their views.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand the procedures to follow to help to keep children safe and know who to contact if they have a concern about a child's safety or welfare. Staff benefit from frequent meetings with the manager to discuss their practice and training needs. This supports the ongoing development of their knowledge and skills. Children who have special educational needs and/or disabilities are well supported. Staff use and act on the advice they receive from external professionals. The manager monitors children's progress effectively. She is able to identify gaps in learning and work closely with staff to help to close these. Furthermore, she ensures that additional funding is used well to support the learning and progress of the most vulnerable children.

Quality of teaching, learning and assessment is good

Staff plan a stimulating environment with plenty of activities that promote a broad knowledge base. The space is set up well and children are able to access activities independently. Overall, staff are confident in being able to observe and assess children, to routinely identify any progress and plan what their key children need to learn next. The key-person system is effective in engaging parents from the initial meeting. There are opportunities for parents to contribute to their child's learning, along with effective communication to allow for continued home learning. Children spend significant amounts of time in the role-play area. They play cooperatively together as they take on the roles of Mum and Dad and go shopping. Staff follow children's interests well and play alongside children to extend their communication and language skills. Children learn new words, share their ideas and communicate confidently.

Personal development, behaviour and welfare are good

Children develop secure attachments with staff and settle into the pre-school with ease. Staff gather a good range of information from parents when children first start to help support children's emotional well-being and their ongoing care needs. Staff are good role models and children learn good hygiene routines. For example, washing their hands after wiping their nose or before eating. Children have fun at pre-school and spend good amounts of time engrossed and motivated in their play. Staff use snack times as a social occasion. Children are relaxed and demonstrate their good behaviour and manners. They learn about healthy eating and the effect it has on their bodies. For example, staff talk about how the carbohydrates in breakfast cereal give children the energy they need to run around outside.

Outcomes for children are good

Children are supported well to make the progress they are capable of and attain the skills they need in preparation for future learning and their move to school. Children make choices in their play and manage their behaviour appropriately. They play with purpose and demonstrate wonderful imaginations as they make up names and stories for the puppets. Children develop early literacy skills as they practise writing their names and listening to stories.

Setting details

Unique reference number	EY401198
Local authority	Derbyshire
Inspection number	10071580
Type of provision	Sessional day care
Registers	Early Years 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	16
Name of registered person	South Wingfield Pre-School Playgroup Committee
Registered person unique reference number	RP905503
Date of previous inspection	23 September 2015
Telephone number	07715094406

South Wingfield Pre-School Playgroup registered in 2009. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, during term time only. Sessions run from 9am to 3.15 each day, except on Wednesday and Friday when the pre-school closes at midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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