

Aston on Trent Pre-School



The Memorial Hall, Chellaston Lane, Aston-on-Trent DE72 2AX

Inspection date	10 January 2019
Previous inspection date	17 December 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

This provision is good

- Staff build supportive and nurturing relationships with children and their families. Children benefit greatly from the individual attention they receive from staff, settle well and enjoy their time at the pre-school. Staff promote children's health and well-being needs very successfully.
- The manager and staff have good partnerships with parents and other professionals. This helps to provide consistency in children's care and learning. Partnerships with parents are strong. Staff regularly find out what children learn at home and keep parents up to date with their achievements at the pre-school.
- Staff know the children very well and assess their development accurately. Staff record detailed observations of children's achievements and identify their next steps in learning. Children make good progress from their developmental starting points.
- Staff nurture a strong sense of belonging to the group and manage children's behaviour well. Staff are good role models. Children show politeness and care for each other and their environment. They take turns, share and learn social skills.
- The manager is passionate about providing a high-quality early years provision for children. She evaluates the quality of the service, taking into consideration the views of staff, parents and children. She implements a number of changes to benefit the children. For example, she and staff have introduced more activities for outside.
- Occasionally, staff do not make full use of all the learning opportunities that arise to provide older and most-able children with highly challenging activities that extend their learning as effectively as possible.
- The monitoring of staff practice is not yet sharply focused on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- provide more opportunities to further challenge the older and most-able children to help them to make the highest possible progress
- enhance the processes for monitoring staff practice to raise the quality of teaching to outstanding levels.

Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection, and held discussions with the manager and business manager.
- The inspector observed the quality of teaching during activities 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 account of 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 staff performance.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff know what to do if they have a concern about a child in their care. They have up-to-date knowledge of child protection legislation and understand their responsibilities. This, as well as a secure and well-maintained building, helps to fully promote children's safety. The manager and committee have a thorough recruitment and induction system to ensure all staff are suitable for their roles. The dedicated manager leads her enthusiastic staff team effectively. She supports the professional development of her staff well to maintain their good practice. Overall, the manager monitors the progress all children make, looking at specific groups, such as boys, girls and children in receipt of funded early education.

Quality of teaching, learning and assessment is good

Children enter the pre-school full of excitement and settle quickly to their chosen play. The manager and staff have a good understanding that children learn through play. Overall, staff provide children with interesting activities that match children's individual interests and learning needs well. Children of all ages engage effectively in a wide variety of experiences. For example, they thoroughly enjoy exploring the toys in the play kitchen. Children roll out play dough and make birthday cakes, stir play food in the saucepan and use equipment to pop up their toast for breakfast. Staff encourage this play very well and use the opportunity to encourage children to hold purposeful conversations and count the birthday candles.

Personal development, behaviour and welfare are good

The pre-school's effective settling-in procedures and comprehensive information about each child enable staff to plan for children's progress right from the start. Children each have a key person who supports them to develop secure bonds and meets their individual needs. The manager and staff support children's knowledge of healthy lifestyles well. They discuss healthy food choices with the children and provide daily opportunities to play and exercise outside. Children make their own choices about what they play with and where they play in the well-resourced learning environment. They demonstrate high levels of curiosity, such as when they hunt for jewels in sand. Staff provide very good support to develop children's understanding of other cultures and beliefs.

Outcomes for children are good

Children are gaining skills for future learning and their eventual move to school. They are happy, motivated to learn, and develop good independence and confidence. They concentrate and listen attentively. Children enjoy listening to stories, and older children develop good literacy and mathematical skills.

Setting details

Unique reference number	206712
Local authority	Derbyshire
Inspection number	10062449
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	30
Number of children on roll	40
Name of registered person	Aston-On-Trent Pre-School
Registered person unique reference number	RP522707
Date of previous inspection	17 December 2015
Telephone number	07890 748 179

Aston on Trent Pre-School registered in 1992 and is run by a committee. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The business manager has qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 9.05am until 1.05pm on Wednesday and Thursday, and 9.05am until 3.05pm on Monday, Tuesday and Friday. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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