

St Andrews Pre-School

St. Andrews Church, Blagreaves Lane, Derby DE23 1PX



Inspection date	24 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The manager is well qualified and committed to providing children and families with good-quality provision. She gains feedback from parents, staff and children and uses this to help her further develop and improve the provision.
- Children are confident, capable and enthusiastic learners. They make good progress and achieve well across all areas of their learning and development.
- Children's language and communication skills are promoted particularly well. Staff implement successful strategies to encourage children's good speaking skills. For example, small communication groups are used to boost children's confidence and encourage their social interaction with other children and adults.
- Staff act as positive role models. They are patient, calm and respectful in their interactions with children. Staff set clear and consistent boundaries that help children to know what is expected of them. Children learn to respect and value other people's views and beliefs.
- Staff develop good relationships with parents. They work closely with them to support children's continued learning at home. For example, parents are encouraged to take books home to read with their children.
- Staff work in partnership with local schools. They share information with teachers to promote the care and learning of children and to help support their move to school.
- Occasionally, initial assessments of children's prior achievements are not always identified as precisely as possible.
- Staff do not always adapt adult-led activities quickly enough to maintain children's interests and engagement.

What the setting needs to do to improve further

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

- strengthen staff's initial assessments of children's development when they first start and help identify even more precisely any gaps in learning from the outset
- adapt adult-led activities more swiftly to help maintain children's interests and engagement in their learning.

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 completed a joint evaluation of an activity with the manager and spoke with staff and children during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views from documentation provided for the inspection.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are vigilant and regularly update their child protection knowledge and skills. They are aware of the indicators that may raise a concern about a child's welfare. Staff are familiar with the local procedures for reporting any concerns or seeking further guidance. The manager welcomes and acts upon advice from the local authority. She monitors the progress made by individual and groups of children. She effectively evaluates the information and uses this to help her identify any gaps in provision. Additional government funding is used well to ensure individual children receive the support they need to help them make the best possible progress. Robust processes are in place for the safe recruitment and vetting of staff. The manager implements good procedures for monitoring staff performance. Regular supervision and team meetings provide opportunities for staff to discuss their continued professional development and share any concerns about children's progress.

Quality of teaching, learning and assessment is good

Staff use their knowledge of children's interests and what they need to learn next to help them plan activities that motivate their learning. For example, children thoroughly enjoyed investigating different objects that were frozen in ice. Staff extended their thinking as they encouraged the children to test out their ideas and theories. Staff promote children's early literacy skills well. Children enjoy listening to stories and join in with singing familiar songs. Staff emphasise similar sounding words, such as 'dog' and 'fog', to help develop children's understanding of letters and sounds. Children were keen to predict what would happen next in a story and got excited when their predictions were right. Children routinely count and recognise numbers up to 10. Staff challenge the most able children, encouraging them to count on from 10 and provide them with lots of praise when they successfully count up to 20 and beyond.

Personal development, behaviour and welfare are good

Children's physical development is promoted well. They benefit from enjoying plenty of fresh air and exercise. Children independently put their own coats on and freely explore the indoor and outdoor learning environments. Children demonstrate their good balance and coordination skills. They ride trikes and scooters and enjoy hopping from one large hoop to another and negotiate the space skilfully. Staff work with parents to ensure children are provided with healthy lunch boxes. Staff form positive attachments with the children and get to know their families well, and this helps children to settle quickly. Children are emotionally secure and their well-being is supported well. For example, staff provide children with lots of cuddles and reassurance if they are feeling anxious or sad.

Outcomes for children are good

Children are keen learners and confident communicators. They are sociable and enjoy spending time playing with their friends. Children quickly acquire the skills they need to support their next stage in learning and their move onto school. Some children exceed their expected outcomes. Children learn good hygiene practices and independently wash their hands and pour their own drinks.

Setting details

Unique reference number	EY541153
Local authority	Derby
Inspection number	10089651
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	43
Name of registered person	St Andrews Pre-School (Derby) Community Interest Company
Registered person unique reference number	RP541152
Date of previous inspection	Not applicable
Telephone number	07972382972

St Andrew's Pre-School re-registered in 2016. The pre-school employs 10 members of childcare staff. All hold appropriate early years qualifications at levels 2 and 3. The manager is qualified to level 5. The pre-school opens on Monday, Tuesday and Thursday from 9am until 3.45pm and on a Wednesday and Friday from 9am until midday during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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