

# Shelton-Lock Pre-School

The West End Room, St. Edmund's Church, Shelton-Lock, Derby DE24 9JA



## Inspection date

4 February 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 nursery is extremely welcoming and inclusive. Staff work sensitively with children with special educational needs and/or disabilities. They utilise strong partnerships with outside agencies. This ensures children make good progress in relation to their starting points.
- Children are eager and motivated to learn. Staff provide a range of activities according to children's interests and make accurate observations of children's learning and development.
- The dedicated and well-qualified manager and staff are passionate about providing high-quality early years experiences for children. The manager works with staff to evaluate the quality of the service they provide.
- Children behave well and learn good social skills. Staff are good role models who encourage young children to share toys and learn to take turns.
- Children benefit from a strong key-person system. They enjoy spending time with staff and form secure attachments.
- Occasionally, the planning of activities is not focused sharply enough on promoting children's next steps in learning.
- Staff do not consistently give children time to think about how to respond to questions and share their ideas when extending their learning further.

## What the setting needs to do to improve further

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

- review the planning of activities, so that they are more sharply focused on promoting children's next steps in learning to raise children's achievements to an even higher level
- enhance teaching skills further and provide children with enough time to think, respond and share their ideas when challenging them in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

#### Inspector

Lianne McElvaney

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the signs of possible abuse and are clear on who they should contact if they have any concerns about a child's welfare. Staff undertake regular checks of the environment to ensure it remains a safe place for children. Children with special educational needs and/or disabilities are supported very well through skilled one-to-one support. These dedicated members of staff work extremely effectively with parents and other professionals. Advice received is threaded effectively into planning and ensures children receive a consistent approach from all adults working with them. The manager makes suggestions about how staff can improve their practice. Opportunities for training are carefully planned. This helps to ensure staff keep up to date and enhance their teaching skills further.

### Quality of teaching, learning and assessment is good

Staff understand how children learn. They provide activities and opportunities for children to spontaneously explore. For example, younger children confidently make muddy puddles for the toy pigs to splash in. Staff interact well during children's self-chosen play. For example, staff follow children's interest in reading stories and older children enjoy learning about different characters. Younger children begin to explore the properties of different materials while using collage to create pictures. Staff use their observations of children's play to assess children's progress regularly. Positive partnerships with parents ensure that they are well informed about their children's progress and helped to develop their child's learning at home. Children are supported to develop their mathematical skills. For example, they count the ducks swimming in the pond and identify the ducks according to size.

### Personal development, behaviour and welfare are good

The pre-school has a calm and friendly feel and children are warmly welcomed by staff. Staff are good role models and children behave well. Staff are exceptionally caring and nurturing. They use the warm and welcoming atmosphere highly effectively to support children's emotional well-being. Staff encourage children's social skills extremely well. For example, children play together and are encouraged to share resources. Staff promote children's safety well. For instance, children wait their turn to go down the slide. Children learn about healthy lifestyles and how healthy eating helps them to grow and develop. They have plenty of opportunities to experience fresh air and exercise in the outdoor play area and trips to local parks.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities thoroughly enjoy learning. They make good progress from the time they start at nursery. Children grow in confidence and gain strong social skills. Children are active and confident learners and independently initiate their own play. They learn independence skills, such as how to use the toilet and wash their own hands without assistance. Consequently, children are prepared with the key skills they need for the next stage in their learning, including starting school.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY541492                           |
| <b>Local authority</b>                           | Derby                              |
| <b>Inspection number</b>                         | 10089815                           |
| <b>Type of provision</b>                         | Childcare on non-domestic premises |
| <b>Registers</b>                                 | Early Years Register               |
| <b>Day care type</b>                             | Sessional day care                 |
| <b>Age range of children</b>                     | 2 - 4                              |
| <b>Total number of places</b>                    | 20                                 |
| <b>Number of children on roll</b>                | 24                                 |
| <b>Name of registered person</b>                 | Shelton-Lock Pre-School Committee  |
| <b>Registered person unique reference number</b> | RP903025                           |
| <b>Date of previous inspection</b>               | Not applicable                     |
| <b>Telephone number</b>                          | 07941892552                        |

Shelton-Lock Pre-School registered in 2016. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. Sessions are from 9.15am until 3.30pm, Monday to Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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