

Mickleover Methodist Preschool



Methodist Church Centre, Station Road, Mickleover, Derby DE3 9GH

Inspection date	22 March 2019
Previous inspection date	10 June 2016

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 are caring and take the time to get to know the children. The key-person system is effective. Children are happy, secure and settled. They build trusting bonds with staff and make strong early friendships, developing their good social skills.
- Children are confident and independent. They make choices about their play and staff encourage these choices through the well-resourced and stimulating environment. Children lead their own play and explore their ideas and show they are happy to attend the pre-school.
- Partnerships with parents and other professionals are strong. This helps to create good communication between all parties involved with the children. Staff work well with parents to help to engage them in their children's learning. Parents regularly access children's detailed development files and are given ideas to support further learning at home.
- Staff regularly observe and assess children's achievements to find out what they need to learn next. They use the information they gather from their observations to plan for the next steps in children's learning effectively. They recognise and address any gaps in their development and closely monitor these to ensure that they are rapidly closing. All children make good progress given their starting points.
- The manager evaluates the pre-school well and welcomes the views of parents and staff to improve the provision. For example, they have changed the layout of the book area, so children can snuggle and look at books in comfort sitting on the new beanbags.
- On occasions, staff do not adapt their teaching skills to make sure that older and most-able children are provided with extra challenge during their learning experiences.
- At times, staff miss opportunities to build on children's mathematical skills and strengthen their awareness of early mathematical ideas.

What the setting needs to do to improve further

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

- strengthen staff teaching skills to provide extra challenge for older and most-able children, to help them make higher levels of progress in their learning and development
- provide more opportunities for children to develop further their mathematical skills and understanding of mathematical ideas.

Inspection activities

- The inspector had a tour of the pre-school and looked at the resources available for the children to use. She spoke to the staff and children during the inspection. She held discussions with the manager at appropriate times during the inspection.
- The inspector observed the staff's interactions with the children and discussed children's development with their key person and the manager. She observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint evaluation of an activity with the manager and discussed the impact of the teaching and learning.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written statements they have made.
- The inspector looked at a sample of documentation, including staff suitability checks and self-evaluation documents. She viewed observations, assessments and documentation linked to monitoring children's progress.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff demonstrate a good knowledge of how to support children's welfare and safety. They know who to contact if they have a concern about a child and are clear about the reporting procedures. The manager follows rigorous procedures for the recruitment of staff. She carries out thorough vetting checks, and induction processes help ensure that all staff are suitable to care for the children and clear about their roles. The manager deploys staff well and provides them with constructive feedback to help them improve their practice. Staff make effective use of the opportunities for professional development. Recent training has strengthened staff's observations and assessments of children's development, enabling them to plan for the next steps in children's learning effectively.

Quality of teaching, learning and assessment is good

Staff are experienced and well qualified. They use what they know about the children well and overall promote their learning effectively. Staff interact in positive ways with children and motivate them to join in activities that they provide. They help develop children's imagination and creativity well. Children show great delight as they make toast and cups of tea in the role-play area. They thoroughly enjoy making pictures of sharks and fairy castles showing their own ideas. Staff encourage children to use tools such as hole punches and scissors during these activities. This helps them to develop their small-muscle skills. Staff support children's communication and language development well. For example, they engage in interesting conversations with children as they share their ideas. They repeat key words and phrases and introduce new words as children play.

Personal development, behaviour and welfare are good

Staff support children's personal and social development well. They provide consistent guidance about rules and boundaries and help children to understand how their actions may affect the feelings of others. Children's behaviour is good, they play together harmoniously and are polite and kind to others. Staff teach children about other cultures. This helps children to become aware and learn to appreciate diversity. At snack times, staff talk encouragingly to children about the healthy foods they are enjoying, helping to promote positive attitudes to healthy lifestyles. Children enjoy regular exercise in the well-resourced garden and are physically active. For example, children use large play equipment such as tricycles and ramps to help develop their physical skills.

Outcomes for children are good

All children, including those in receipt of funded early education, are progressing within their typical age range. They are developing skills for future learning and their eventual move to school. Children use their strong social skills to help to build enjoyable friendships and actively include others in their play. They enthusiastically play, explore and discover. They are inquisitive about the world around them and keen to learn. They show interest in activities such as sharing books, and listen to stories well. Children are developing good literacy skills and using their physical skills well.

Setting details

Unique reference number	206141
Local authority	Derby
Inspection number	10072522
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	40
Name of registered person	Mickleover Methodist Playgroup Committee
Registered person unique reference number	RP902181
Date of previous inspection	10 June 2016
Telephone number	07811 756 532

Mickleover Methodist Preschool registered in 1967. It is run by a committee and operates from rooms within the Methodist Church Centre in Mickleover, Derby. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or 4. The pre-school is open from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm on Monday, Tuesday and Wednesday and from 9.15am until 3.45pm on Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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