

Inspection of Sutton on the Hill Preschool

School Lane, Sutton-on-the-Hill, ASHBOURNE, Derbyshire DE6 5JA

Inspection date:

7 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are warmly greeted by staff as they arrive to start their day. Staff provide extra reassurance to those children who arrive a little unsettled. Children have immediate access to a range of resources. This means that they can start their learning straight away. Children are safe as the main door and gate are locked during the session. Children eagerly join in with a music session, where they enjoy singing songs and playing musical instruments. They guess the different animals brought in by the teacher. They learn words such as 'nocturnal' when they talk about the owl.

Children's learning is not always appropriately tailored to their abilities. Staff do not always complete accurate assessments of what children know and can do. Children do not always benefit from consistent teaching, particularly during outdoor play. At times, they are not given the opportunity to think and respond when they are asked questions by staff.

Children are happy and engage in activities that they enjoy. They behave well and follow instructions from staff. Children have access to a wide range of resources that promote literacy. For example, they take a reading book home, and staff have introduced the 'book of the month'. Leaders are aware that literacy is a key area of development for children in the local area. They have introduced activities which help increase knowledge ready for children's next stage in their learning.

What does the early years setting do well and what does it need to do better?

- Leaders and staff know to contact Ofsted should there be any changes to the individuals who make up the committee. However, leaders do not ensure that Ofsted is supplied with information about these individuals so that suitability checks can be carried out. They do not ensure that the record of children's attendance is completed in a timely manner. The manager is aware of children who leave prior to the end of a session but does not record this quickly enough.
- The newly appointed manager has identified areas for development. She has plans in place for children to gain an understanding of the people and communities around them. However, these have not yet been implemented.
- Staff provide children with a healthy range of food at snack time. Children choose which fruit they would like to eat from the selection. Staff promote children's independence skills during snack time by supporting them to cut up their own fruit. They introduce mathematical language such as 'whole', 'half' and 'quarters'. Staff miss opportunities during mealtimes to support children to learn about healthy food choices.
- Parents report that they receive information about their children through verbal feedback and an online development system. Staff share children's next steps in

learning with parents, who have the opportunity to discuss their children's development, through regular meetings. Staff provide children with experiences to develop their learning. For example, children have access to a forest school where they can learn about risk-taking and challenge. They have the opportunity to experience sensory and messy play which they may not have access to elsewhere.

- Staff encourage children to be independent. For example, prior to snack time, children enjoy the responsibility of setting up the handwashing station for their friends. They understand the need to wash their hands before eating and after using the bathroom.
- Staff discuss with the children what they like to play with, and include this on the planning board. Children concentrate well and persevere at tasks. For example, they enjoy putting together parts of a train track. At times, quieter children are not always identified by staff and encouraged to take part in activities.
- Staff provide children with the opportunity for daily outdoor play. Children have access to a wide range of resources, including bicycles to promote physical development. However, they do not benefit from meaningful learning when outdoors. Staff ask children a series of closed questions and do not provide children with appropriate challenge in their play.
- Staff complete regular assessments of what children know and can do. However, these assessments are not always accurately based on children's abilities. This means that children's learning is not tailored to what they need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs and symptoms which could indicate that a child is at risk of harm. They are aware of the correct reporting procedures and would share concerns with the relevant agencies. Staff ensure that injuries that children arrive with are documented and explanations sought from parents. Staff understand the expected behaviours of those adults working with children and would raise concerns should a member of staff behave inappropriately. All staff have completed paediatric first-aid training, which means that they can respond appropriately if a child has an accident.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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supply information to Ofsted to allow suitability checks to be carried out on all committee members	04/02/2020
maintain an accurate record of children's hours of attendance	04/02/2020
develop outdoor play experiences to ensure that learning is purposeful and challenging for children	04/02/2020
develop questioning techniques which allow children the time to think and respond to questions asked of them	04/02/2020
ensure that assessments of what children know and can do are accurate so that next steps in children's learning are targeted	04/02/2020
ensure that all children are considered and included in adult-led activities.	04/02/2020

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

- support children to gain an understanding of the importance of making healthy food choices
- provide opportunities for children to gain an understanding of people and communities.

Setting details

Unique reference number	206883
Local authority	Derbyshire
Inspection number	10062458
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	13
Name of registered person	Sutton on the Hill Pre-School Committee
Registered person unique reference number	RP902097
Telephone number	07969 368599
Date of previous inspection	23 October 2015

Information about this early years setting

Sutton On The Hill Preschool registered in 1973 and is run by a committee. It is located in Derbyshire. The pre-school opens Monday to Thursday during term time only. Sessions are from 9am until 3pm. There are three members of staff, all of whom hold early years qualifications at levels 2 or 3. The pre-school receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Christy Dave

Inspection activities

- The inspector completed a tour of the setting and spoke with the manager and staff to gain an understanding of how the early years provision is planned and the curriculum is implemented.
- The inspector completed a joint observation with the manager. The inspector and the manager evaluated the teaching and learning that took place.
- The inspector held a meeting with the manager. They looked at relevant documentation, including evidence of the suitability of staff working in the pre-school and recruitment records.
- The inspector took account of the views of parents who were present during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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