

Inspection of West Hallam Village Pre-School

Scargill Ce Primary School, Beech Lane, West Hallam, Ilkeston, Derbyshire DE7 6GU

Inspection date: 17 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enter the pre-school with enthusiasm and excitement, and demonstrate that they are happy and content in the safe and secure environment. They quickly engage in purposeful play and enjoy the range of stimulating toys and resources. For example, they fill toy trucks with pebbles and rocks and watch water roll down tubes.

Children behave well. They learn to share and take turns and play together, for instance while building towers. As the towers fall down, they giggle and say to each other, 'Lets build it again'. Children are proud of their achievements. This is because staff constantly praise their efforts, which helps them to gain confidence to engage further in their play.

Children have a positive attitude towards their learning. They make good progress as staff have high expectations of what they can achieve. For example, staff encourage children to recognise numbers and patterns while playing with the play dough. They compare sizes and lengths as they make long and short sausages. Children listen and concentrate attentively to stories and eagerly join in singing songs about caterpillars and butterflies. This also helps children to understand about life cycles and nature.

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

- The manager is ambitious and well focused on improving the quality of the pre-school. She has gained extra funding to enhance the role play area to help develop children's imagination. The manager and staff work well as a team. The manager supports her staff effectively through meetings and training to help improve the quality of children's education. For example, three staff have enrolled on the Early Years Professional Development Programme to help improve children's language skills.
- The manager and staff plan a curriculum that continually builds on what children already know, follows their interests and supports their play. They assess children's abilities and use the information to provide activities and opportunities to generally enhance children's individual learning. However, some staff do not fully understand how to implement children's specific learning intentions into their play. This is evident when staff intend to teach children the letters of their name during a slime activity. Children spend more time exploring the properties of the slime than learning the letters.
- Staff have a very proactive approach to working in partnership with parents. They support parents in contributing to their children's early education and well-being. They inform the parents of their children's learning effectively. Staff find out about children's current interests at home and build on these to extend their

learning. For example, children learn to plant and grow herbs and tomatoes to extend their understanding of where food comes from.

- Staff support children's communication and language development well. This includes children with special educational needs and/or disabilities. Staff do this naturally and effectively through mirroring and extending children's language. They hold purposeful conversations and model language clearly. As a result, children become confident communicators. This is evident as a small group of children discuss going camping. They talk about their experiences of cooking marshmallows on the campfire and putting up their tents.
- Staff foster an atmosphere that is affectionate and caring, and children follow their example. Staff encourage the children to be kind and use their manners without being prompted. This is evident at snack time when children say 'please' and 'thank you'. They also use their personal skills well and follow good hygiene procedures, such as washing their hands before snack. Staff teach children about cultures and traditions through stories, activities and celebrating festivals, for example Chinese New Year, Diwali and Christmas.
- Children relish the time they spend outside. They are highly engrossed in their play as they balance on planks and crates. Children benefit from the spontaneous opportunities staff offer them to develop their understanding of mathematics. For example, they thoroughly enjoy hunting for bugs. They lift logs and use magnifying glass to count the legs on a woodlouse.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of child protection issues. They understand and can recognise child protection concerns, such as 'Prevent' duty. The manager and chairperson know who to contact if they have a concern about children's welfare or if an allegation is made about a colleague. All staff have attended training, such as safeguarding. Most staff have a paediatric first-aid qualification, which means they know what to do if a child has an accident. There are good systems for the safe recruitment of staff to ensure that they are suitable to work at the pre-school.

What does the setting need to do to improve?

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

- develop all staff's understanding of how to implement children's specific learning intentions through their play.

Setting details

Unique reference number	EY556714
Local authority	Derbyshire
Inspection number	10174616
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	65
Name of registered person	West Hallam Village Pre-School Committee
Registered person unique reference number	RP907540
Telephone number	07905 072997
Date of previous inspection	Not applicable

Information about this early years setting

West Hallam Village Pre-School registered in 2018. The pre-school employs nine members of staff. Of these, one is a qualified teacher and eight hold appropriate early years qualifications at level 2 and 3. The pre-school is open from Monday to Friday during term time only. Sessions are from 8.50am until 2.50pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk of the play areas and discussed with the manager how she organises and implements her curriculum. The inspector and the manager took part in a joint observation of an activity.
- The quality of education during activities indoors and outdoors was observed and the inspector assessed the impact this has on children's learning.
- The inspector spoke with the chairperson, manager and children at appropriate times throughout the inspection. She spoke to some parents during the inspection and took their views into account.
- The inspector held a meeting with the manager and discussed staff's training and how she evaluates their practice. The inspector and the manager discussed the future plans of the pre-school. The inspector looked at relevant documentation and evidence of the suitability of staff.

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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