

Inspection of Sutton on the Hill Preschool

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

Inspection date: 30 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are confident, happy and safe at the pre-school. As they arrive, they take off their jackets and place them on their pegs. They put their lunch boxes in a box and line up at the handwashing station. Children patiently wait their turn while chatting to their friends. They quickly engage in purposeful play and enjoy the range of activities set up. Children use the play dough and a selection of natural materials to create alien characters from their favourite story book. They use their developing mathematical skills to count and arrange small objects into groups of different sizes, colours and shapes.

Children understand what is expected of them and they behave well. They play together and cooperate. For example, they work in a group to make a train track. Children ask staff to join in with their role play as they embark on a train journey to their favourite holiday destination.

Children learn the importance of healthy lifestyles and good oral hygiene through well-planned activities. For example, children participate in a monster tooth brushing activity. They have fun as they use toothbrushes and shaving foam to scrub the monster's mouth. They explain that they need to clean the teeth because they are dirty and brushing your teeth keeps them healthy and strong.

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

- The pre-school has made good progress since their last inspection. The manager and staff team have taken appropriate steps to make improvements. These changes have had a positive impact on children's learning and development.
- Staff find out about the experiences children have had before they attend the pre-school to support them with their future learning. For example, staff have identified that during the COVID-19 (coronavirus) pandemic, some young children have spent less time mixing with others. For these children, staff support their social skills through routines and activities to encourage sharing and turn taking.
- Staff have high expectations for all children and are good role models. They teach children right from wrong and gently remind children to follow the rules and boundaries in place.
- Overall, staff extend children's learning and development well. For example, staff remind children about what they have done during a previous activity to build on their learning. They talk about the paper boats they made that sank when they were put into water. Children then confidently use their knowledge to join in with another boat-building activity. However, staff do not always differentiate in group activities. Some younger children lose interest and become distracted.
- Children have plenty of opportunities to be physically active. They go for regular

walks around the community and visit the local brook. Older children explore the forest school area to learn about nature and take managed risks. These activities inspire children's curiosity and help them to learn about the world they live in.

- Staff are respectful of children's backgrounds and understand the importance of celebrating children's individuality. Staff gather information from parents about children's family and home life. That said, staff miss the opportunity to use this information to enable the children to gain an understanding of their pre-school friends' backgrounds and what makes them unique.
- Staff support children's language development by helping to extend their vocabulary. They introduce new words, use repetition and ask thought-provoking questions. Children are given time to think and respond, and to share their thoughts and ideas. However, staff do not always provide enough opportunities for children to develop the languages they speak at home during their play and learning.
- Parents speak highly of the pre-school. They report on the progress their children have made since they started. Parents know what their child needs to learn next and say they feel well informed about how to help their child's learning at home.
- Staff feel valued and supported by leaders. The manager supports staff through regular supervision to manage their workload effectively and maintain their well-being. Targets are identified for staff to improve the quality of education for children. For example, the outdoor area has been enhanced to encourage children to participate more in experiences outside.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend regular safeguarding training and fully understand the possible signs and symptoms that might indicate a child is at risk of harm. They know how to raise concerns with outside agencies to protect children. Leaders implement robust recruitment procedures and ensure the ongoing suitability of staff. Staff's understanding of safeguarding is frequently checked through questioning and discussions during staff supervisions. Staff ensure the premises are safe and secure. They supervise children closely while encouraging children to take appropriate risks.

What does the setting need to do to improve?

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

- ensure that staff provide opportunities for children to develop the languages that they speak at home in order to support their communication skills
- provide children with a rich set of experiences in order to promote their understanding of families and traditions beyond their own

- ensure that staff adapt group activities so that all children remain fully engaged and supported.

Setting details

Unique reference number	206883
Local authority	Derbyshire
Inspection number	10143705
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 at time of inspection	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	7 January 2020

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 an early years qualification, including two at degree level. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Langley

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector and the manager completed a joint observation.
- The inspector and the manager completed a learning walk together and the inspector spoke to staff and children during the inspection.
- The inspector held meetings with the manager and other members of staff. She looked at relevant documentation.
- The inspector spoke to parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021