

Inspection of Elston Pre-School

Top Street, Elston, Newark NG23 5NP

Inspection date:

24 January 2022

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily at the pre-school and are greeted by warm, kind and caring staff. Most children demonstrate high levels of confidence, which shows that they feel safe and secure. Children of all ages behave well and develop their independence as they manage tasks for themselves. However, staff do not monitor children's development well enough. They are not clear regarding what they would like individual children to learn next. Staff do not always plan activities carefully enough to ensure children are sufficiently challenged in their learning.

Children gain some of the key skills needed to support future learning. They spend a long time at activities of their choosing. As children play in the home corner, they use their imaginations well. They make pretend cakes for staff to eat. Children happily involve their friends as they offer them imaginary cups of hot chocolate and tell them 'Be careful it's hot!'. Staff show a genuine interest in children's conversations and generally model language well.

Children develop a love of books as they share stories with staff. They recognise familiar characters and listen enthusiastically. Children eagerly share their experiences of camping and enjoy predicting what is going to happen next. Staff develop good relationships with parents. However, they are yet to fully explore how to involve parents more meaningfully in their children's learning.

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

- The manager has made some progress since the last inspection. Ofsted has been provided with information regarding all members of the committee. This enabled suitability checks to be carried out. Newly introduced safeguarding procedures are understood by staff. The manager and staff have refreshed their safeguarding knowledge.
- Staff receive regular supervision from the manager. However, this does not focus on addressing the inconsistencies in teaching and practice. The manager has not identified specific training needs for staff to help raise the quality of teaching and develop their understanding of the curriculum.
- Staff are positive with the children. They are attentive to children's care needs and offer them affection and support when they need it. This contributes towards children developing good self-esteem and emotional security.
- Assessments of children's development are not always accurate. The required progress check at age two is not always completed. Children's capabilities when they start at the pre-school are not fully understood.
- Although children take part in a broad range of activities, these are not always planned as well as possible to reflect their individual learning needs. For example, children are given a pre-cut shape of a horse's head to paint. They use

a shared a tray of brown paint and add bits of the cut-up wool provided for the horse's mane. Children follow staff instructions well. However, they quickly lose interest, tell staff they have finished and ask to leave the table.

- Children learn about healthy eating and where food comes from. In the home corner, they develop new skills as they learn to safely chop vegetables and peel fruit. Staff chat with children about the foods they are preparing and why these are good for them. Children further this learning as they play with the toy farm yard. They chat with staff and consider what food animals provide for them.
- Children develop good social skills as they sit with their friends to eat. They learn to make healthy choices as they are able to choose what fruit they would like. Children confidently help themselves to drinks. They develop their physical skills as they successfully pour their own milk or water.
- Staff promote children's health and hygiene well. Children are encouraged to wash their hands regularly. Staff offer gentle reminders regarding nose blowing and disposing of tissues safely. Children are provided with good access to the outdoor environment for fresh air and physical activity.
- Parents speak highly of the pre-school and feel that staff know their children well. They comment positively on their children's experiences and share that staff are approachable and friendly. However, staff do not always encourage parents to share what they know about their children's development. They do not do enough to help parents extend their children's learning at home.
- Staff are positive role models. They make their expectations of behaviour clear to children. Staff remind children to use good manners and help them learn to share and take turns. Children express themselves clearly, make friends and learn to play well with others.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are able to recognise potential safeguarding concerns. They understand the importance of taking prompt action to help to protect children from harm. All staff are aware to liaise with outside agencies and to support children and their families if the need arises. Staff complete daily checks to ensure that the premises and outdoor area are safe and secure. The committee and the manager implement secure recruitment procedures. They are aware of the essential background checks that need to be carried out. This ensures that staff and new committee members are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

ensure that accurate reviews of children's progress are completed when they are between the ages of two and three years, and provide parents with a short written summary which highlights children's achievements and any areas where their development is less than expected	11/02/2022
develop the curriculum to plan and provide activities that focus on what children need to learn next, based on their emerging development needs and interests	11/02/2022
improve opportunities for staff's professional development to support them to develop the skills and knowledge they need to provide children with an appropriate and effective curriculum.	11/02/2022

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

- improve strategies for sharing information with parents, so they are clear on how they can support their own child's learning at home.

Setting details

Unique reference number	EY554076
Local authority	Nottinghamshire County Council
Inspection number	10209550
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	20
Number of children on roll	21
Name of registered person	Elston Preschool CIO
Registered person unique reference number	RP554075
Telephone number	01636 525849
Date of previous inspection	9 September 2021

Information about this early years setting

Elston Pre-School re-registered in 2017 and is located in Elston, Nottinghamshire. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, and two hold level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Garner

Inspection activities

- The inspector discussed any continued impact of the pandemic with the pre-school manager and has taken that into account in their evaluation of the pre-school.
- The pre-school manager and the inspector completed a walk around the nursery and discussed the manager's plans and reasoning for the early years curriculum.
- The inspector observed the quality of the curriculum during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The pre-school manager and the inspector completed a joint observation together.
- The inspector held a meeting with the pre-school manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of 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 2022