

Inspection of St Andrew's Pre-School

Pentland Road, Dronfield Woodhouse, Dronfield, Derbyshire S18 8ZQ

Inspection date: 2 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at pre-school eager for their day to begin. They confidently leave their parents at the door and settle quickly. Children demonstrate positive attitudes to learning and eagerly join in with planned activities. For example, children are keen to engage in story time. They excitedly compare the size of the stick people, which they take turns to hold. Staff encourage children to use mathematical language such as 'taller than' and 'shorter than'. Children remember the story and confidently fill in the gaps which staff purposely leave out. Children behave well and are polite and respectful to each other. For example, they independently put a small step in front of the sink. Children tell staff that this is because they know that smaller children will not be able to reach the sink without it. They beam with pride as staff thank them for being kind.

Children are developing their small-muscle skills. For example, children enjoy making marks as they write letters to people. They carefully use pencils to draw lines and circles as they attempt to write their names. Children work together to fold the paper carefully and fit it into an envelope. They develop social skills as they talk with each other about how to use a hole puncher. Children persevere until they get the paper in the correct way. They show delight as they successfully punch holes in their letters. This activity supports children's early writing skills.

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

- Staff support children's developing physical skills. For example, children pretend to be different animals during group time. They stomp around the room as elephants and jump around pretending to be kangaroos. Staff introduce new challenge and ask children to be turtles. Children laugh as they try and move across the floor by pretending to swim. This helps to develop their muscle strength and coordination.
- Staff provide well-organised indoor and outdoor environments which allow children to make independent choices in their play. Children are keen to do things for themselves. For example, when children want to build a doghouse, staff encourage them to problem-solve. This helps children to work out how to move the small pallets safely.
- Children with special educational needs and/or disabilities are supported effectively, and staff monitor their development. Staff seek specialist advice to put early intervention plans in place so all children make good progress. Staff run 'social groups' for children who need additional support with their communication and language skills.
- Staff support children's developing language and communication skills well. For example, staff know that children have recently visited a museum. They ask thought-provoking questions to encourage children to share their experiences.

Children eagerly tell staff about the statues they have seen. This supports children to become confident talkers.

- Staff teach children what is expected of them during daily routines and activities. They are good role models who provide consistent guidance to children. Staff prompt children effectively when the routine is about to change. Children end their play and busy themselves by tidying away toys. They praise each other and say 'well done' when they have finished.
- Staff know the children well. They understand what they want children to learn next and how to build on what children already know and can do. However, on occasion, staff do not support children to learn new skills, such as sitting and listening during group times.
- Staff provide children with healthy meals. They use lunchtime as a learning opportunity and hold conversations with children. For example, children talk with staff about planting and growing seeds. Children hold up their hands with excitement as they finish eating their vegetables. Staff praise them for being a 'vegetable superhero'.
- Leaders and staff show genuine affection and care for the children. They capture the views of parents and children and spend time exploring improvements. For example, the manager is aware of the importance of good mental health in children. This has led to the introduction of meditation sessions which allow children to have quiet time and focus on their thoughts and feelings.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the different types of abuse and the possible signs that may indicate a child is at risk of harm. They know what procedure to follow if they have concerns. They are confident in their knowledge of how to report concerns about another member of staff. All staff have completed relevant and up-to-date safeguarding training. The setting is secure and routinely checked to ensure the ongoing safety of children. The manager ensures that safer recruitment checks are conducted to ensure the ongoing suitability of staff working with children.

What does the setting need to do to improve?

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

- improve staff's skills in how to implement the curriculum to ensure all children are supported to learn as much as they can.

Setting details

Unique reference number	206862
Local authority	Derbyshire
Inspection number	10062456
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	51
Name of registered person	St Andrew's Pre School Committee
Registered person unique reference number	RP904552
Telephone number	07814 941 343
Date of previous inspection	15 July 2015

Information about this early years setting

St Andrews Pre-School is based in Dronfield Woodhouse, Derbyshire. It registered in 1992. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 8am until 5pm, except for Thursday, when the opening times are 8am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Hyatt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to them about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing while they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to several 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.

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