

Inspection of King George V Pre-School

82 Brayfield Road, Littleover, DERBY DE23 6GT

Inspection date: 5 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive at this pre-school full of excitement. They take off their coats, hang them up and know where to go. Children form close relationships with their friends and staff. They learn to play harmoniously with each other. This is evident when children build a house for the dinosaur. Children take turns putting bricks on top of the walls to make them bigger, using their small-muscle skills. They discuss how the dinosaur will get out of the house and use their imagination well as they decide there will be a magic door. They make up magic words and help the dinosaur to jump out of the house.

Children eagerly rush to play outside and run about the spacious garden area safely. They use bats and balls and with the staff's support they learn to hit the balls over a net. Children relish playing in the woodland area, they climb and balance safely and hunt for worms. Children solve problems and enjoy playing in the sand. Staff support children to extend their sand play and use mathematical language. Children talk about filling and emptying the containers with sand saying, 'It's full, I've done it.' They count the sand cakes they make and dig using the toy digger.

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

- The manager and staff implement a curriculum which supports children's learning. Staff promote children's language skills well. They get down to children's level as they speak. They introduce new words, such as repel and retract, to explain how magnets work. They ask children questions to encourage them to think, and create places where children can chat to their friends, for instance the willow den.
- Staff support children with special educational needs and/or disabilities. They use visual aids to help children to know what is happening to support their understanding. They work with outside agencies, such as the speech therapist, to support children's individual needs.
- Staff interact with children and get to know them well. They plan activities to enhance children's future learning. For example, children wave ribbons and use play dough to strengthen their arms and fingers to help them hold tools and eventually aid their writing skills. However, some parts of the daily routines are not organised as well as possible to fully support children's learning. For example, at snack, story and singing time, some of the children fidget, talk among themselves and become disengaged. As a result, not all children benefit from these group activities as well as others.
- Partnership with parents is a strength of the pre-school. Parents praise how the staff are coping with the pandemic and keeping their children safe. They comment on the wonderful videos and activities the staff sent them during

lockdown to help the children continue to learn. Staff inform parents about children's learning. They talk to parents at drop off and collection times and provide parents with summaries of what their children are doing, so they can help them at home with their learning if they wish. To further extend children's experiences from home, staff provide a woodland area for children to dig and look for creatures to help extend their knowledge about nature.

- Staff help children to develop their independence. Children know to wash their hands before eating. They choose what fruit they wish to eat and use skewers safely to pick up the fruit to make fruit kebabs. They know to be careful not to use the pointed end of the skewer. This helps children to learn about taking risks for themselves.
- Staff promote children's positive behaviour. They encourage children to solve their disputes for themselves. This is evident as two children argue over the pots and pans in the role-play area. Staff watch and listen and as the argument becomes louder, they intervene. They get down to the children's level and encourage the children to share the toys. The children listen and go off and play together.
- The manager provides regular supervisions and encourages staff to attend training. For example, after attending the course 'How to improve sand play', staff introduced different items into this play, such as whisks and cake tins. This helps widen children's experiences and extends their exploratory skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager deploys staff effectively to keep children safe. Staff make careful risk assessments to check that the pre-school is safe for children to play in. They keep an accurate record of any accidents that children have and promptly inform parents. The manager and staff have a good understanding of how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. The manager follows robust recruitment procedures to help ensure staff suitability. Staff know that they must disclose any changes to their suitability to work with children.

What does the setting need to do to improve?

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

- review the daily routine to maximise the learning for all children, paying particular attention to group activities.

Setting details

Unique reference number	206134
Local authority	Derby
Inspection number	10131237
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 4
Total number of places	24
Number of children on roll	40
Name of registered person	King George V Pre-School Committee
Registered person unique reference number	RP521984
Telephone number	07889 347855
Date of previous inspection	11 March 2016

Information about this early years setting

King George V Pre-School registered in 1987 and is located in the Scouts building in Littleover, Derby. The pre-school employs seven members of staff of whom five hold an early years qualification at level 3. The deputy manager has a degree in early childhood studies. The pre-school operates from 9am until 3pm Monday to Friday, term time only. 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 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 with the manager and deputy manager and discussed how they organise and implement the curriculum.
- The manager and deputy manager took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her to join in their play at appropriate times throughout the inspection. The inspector spoke to the staff, observed their interactions and the conversations with the children, and considered the impact these have on children's learning.
- The parents spoke to the inspector by telephone and face to face, so the inspector could take into account their views.
- The inspector had a discussion with the manager and deputy manager about training and how they evaluate their practice and that of the staff.
- The manager showed the inspector relevant documentation and evidence of the suitability of the 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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