

Inspection of Tutbury Preschool

Cornmill Lane, Tutbury, BURTON-ON-TRENT, Staffordshire DE13 9HA

Inspection date: 11 January 2023

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 and parents are greeted warmly by the friendly manager and staff. Children are happy and enthusiastic to be at the pre-school, and quickly become immersed in their play. Children form strong attachments to their key person and staff, which helps them to feel safe and secure. They receive an abundance of praise and encouragement for their achievements. For example, children enjoy receiving a 'high five' and staff say, 'good job' when children complete a task successfully. This helps to boost children's self-esteem and encourages perseverance. Children's behaviour is good. They play cooperatively with their peers and respond positively to gentle reminders from staff on how to share and take turns. Children are beginning to understand the vocabulary of emotions, which helps children to recognise and communicate how they feel.

Children have daily access to the outdoor areas. They ride on wheeled toys and have opportunities to play on large climbing equipment, which helps to develop their strength, balance and coordination. Children enjoy helping to plant and harvest vegetables in the preschool garden, which helps to develop their understanding of where food comes from and how to be healthy. Children delight when staff join in with their play. They thoroughly enjoy using their imagination in the role-play kitchen. Younger children pretend to wash pots and pans and make and serve 'cups of tea'. Staff provide children with a narrative as they play, ask good questions and introduce new words, which helps to support children's communication and language skills.

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

- All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. The manager and staff provide effective support for children with SEND. They build strong links with other professionals to help ensure children receive support that focuses on their individual needs. Staff use 'now and next' boards and visual cues to support all children with transitions and nursery routines.
- Staff say they enjoy their roles and feel valued and supported. The manager provides staff with good professional development opportunities to extend their knowledge and skills even further. The manager works closely with the Reception class teacher from the local primary school, to ensure that children are well prepared for the next stage in their education.
- Parent partnerships are strong. Staff gather key information from parents before children attend the pre-school. This helps staff to plan effectively and build on what children already know and can do. Parents speak highly about the quality of care and education their children receive. They say that the pre-school is an integral part of the local community.

- The manager is passionate in providing high-quality care and education that supports children to become well-rounded individuals. The manager and staff work together to plan enjoyable activities around a breadth of topics, children's interests and what they need to learn next. However, the curriculum for mathematics is not promoted as well as it could be. The manager has identified the teaching of mathematics as an area for further development and is keen to make continuous improvements.
- There are strong links to other curriculum areas, such as understanding the world. Engaging topics, such as 'people who help us', are enriched through outings and welcome regular visitors into the setting, such as the police, vets and doctors. Children learn about the local community, and enjoy visits to the local shops and post letters in the post box.
- The manager and staff support children to develop a love of stories and books. Children choose their favourite stories and look at them independently. They thoroughly enjoy singing popular nursery rhymes. Older children enthusiastically apply their increasing vocabulary to make up their own words to old songs, developing a good sense of rhythm and rhyme.
- Staff provide children with opportunities to develop their fine motor skills in preparation for early writing. For example, younger children use paintbrushes to make marks in sand. Older children use pencils with increasing control and begin to form the letters of their name.
- Children have opportunities to develop an awareness of diversity and cultures represented in modern Britain. They celebrate traditional festivals, such as Chinese New Year and parents are invited to share their customs and traditions with the staff and children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of the signs and symptoms that may indicate a child is at risk of abuse and neglect. Staff are confident in how to report any concerns, including allegations against those working with children. The manager follows robust and effective recruitment procedures to ensure that those working with the children are suitable to do so. The manager and staff complete regular training to ensure they are aware of wider safeguarding issues, such as the 'Prevent' duty. The manager and staff carry out regular risk assessments, both indoors and outdoors to ensure the safety and welfare of the children.

What does the setting need to do to improve?

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

- enhance the curriculum for mathematics to provide children with more opportunities to develop their mathematical language and skills even further.

Setting details

Unique reference number	EY218984
Local authority	Staffordshire
Inspection number	10264804
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	40
Number of children on roll	28
Name of registered person	Tutbury Pre-School Playgroup Committee
Registered person unique reference number	RP904582
Telephone number	01283 520 346
Date of previous inspection	27 June 2017

Information about this early years setting

Tutbury Preschool registered in 2002. It is located in Tutbury, Burton-on-Trent. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications including one at level 6 and three at level 3. The manager holds early years teacher status. The pre-school opens Monday to Friday from 9am until 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held with the inspector and the manager to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and checked the evidence of the suitability of the staff working in the pre-school.

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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