

# Inspection of Church Gresley Playgroup T/A Church Gresley Pre- School

Scouts Hut, Park Road, Church Gresley, Swadlincote, Derbyshire DE11 9QE

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Inspection date: 16 January 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are able to move about the pre-school freely. They choose from a wide range of different activities that have been set out thoughtfully by staff based on their interests. Children enjoy dressing up in different costumes and use their imaginations as they pretend to be their favourite superheroes.

Children are encouraged by staff to take part in activities that help them to progress their learning. Older children learn to play picture dominoes. Staff explain to the children that the idea of the game is to match the pictures. Children learn how to play together and take turns.

Children of all ages are learning to appreciate and enjoy books. Staff enthusiastically read a story about rainbows to children in a small group. Children listen carefully and name the different colours that they see. Older children spend time with staff, looking through a book about animals from different countries. They talk about which animals live in the ocean and which live in the desert. Staff ask questions to spark children's interest. This helps children expand their language skills and their understanding of the world.

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

- Managers have a strong vision of what they want children to experience and learn at pre-school. They support staff to plan activities that are focused on enabling children to progress well in each of the areas of learning. Managers complete annual appraisals of staff and use informal opportunities to talk about the support and development of children. However, they do not always provide regular supervision and coaching to discuss ways of continually improving staff practice.
- Staff provide a quieter area at one end of the pre-school for younger children, where they enjoy making marks on a magic water mat as they learn to hold a pen. Staff share picture books with younger children and ask, 'can you point to the apple?' and 'what colour is the apple?' This helps children to develop their language skills and to begin to recognise colours.
- Children learn about numbers and mathematical ideas throughout pre-school. Staff provide lots of opportunities in the day to count with children. For example, they use a tape measure to measure the length of children's feet and ask, 'who's feet are the longest?'
- Staff generally support children to settle quickly into their chosen activity. However, staff do not manage changes to daily routines sufficiently well, particularly around mealtimes. Staff focus on clearing the tables after lunch, leaving children to return to the messy play areas, which have not been tidied after the morning session. This results in children struggling to re-engage in

their play as they start the afternoon session.

- Children benefit from fresh air and exercise. During time outside, older children work together to build an obstacle course. Staff help them to develop their physical skills as they support the children to balance, hop and jump through the different sections they have put together.
- Staff enable children of all ages to develop increasing independence and support older children to prepare for their transition to school. Staff have a strong relationship with local schools and engage school teachers in pre-school during the summer term so they can get to know the children before they start school.
- Staff know the children well. They carry out observations and assess what each child knows and can do. Staff identify those children who may need additional support and work well with parents to ensure that appropriate help is accessed as soon as possible. They provide small-group activities for children who need extra support to help them with their speaking skills.
- Children behave well. Staff encourage children and praise them when they share. They remind children to use kind hands and to be kind to their friends.
- Staff enable children to reflect on their differences and understand what makes them unique. They provide books that celebrate different cultures, and children enjoy tasting foods from around the world.
- Parents say their children are happy attending pre-school. They appreciate the information staff share about their children's progress and what they need to learn next.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to recognise the signs of abuse and neglect and know what to do if they are worried about a child. They keep children safe by carefully managing the times when children arrive at pre-school and when they leave, and they secure the doors and gates at other times. Managers have clear policies in place to ensure children's safety. They follow robust recruitment processes to ensure that appropriate people are employed at the pre-school. Managers support staff to keep up to date by supporting them to do online safeguarding training. They provide staff with 'aide-memoire' cards to help reinforce their safeguarding knowledge.

## What does the setting need to do to improve?

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

- review the organisation of lunchtime routines to enable children to settle more quickly into play and learning after the lunchtime period
- focus more precisely on the professional development of staff to strengthen the quality of teaching.

## Setting details

<b>Unique reference number</b>	206743
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10234310
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Church Gresley Playgroup Committee
<b>Registered person unique reference number</b>	RP911076
<b>Telephone number</b>	01283 212739 / 07989 207252
<b>Date of previous inspection</b>	18 January 2017

## Information about this early years setting

Church Gresley Playgroup T/A Church Gresley Pre-School registered in 1993. It is situated in Church Gresley, South Derbyshire. The pre-school opens Monday to Friday, during term time. Sessions are from 8.30am to 11.30am and midday to 3pm. A lunch session operates from 11.30am to midday. The pre-school employs 9 members of childcare staff. Of these, six members of staff hold appropriate early years qualifications at level 3, one member of staff holds a qualification at level 2, and one has qualified teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Ann Carter

## 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 observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector and the manager carried out a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to a 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.

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