

Inspection of Attenborough Church Pre-School

Lucy & Vincent Brown Village Hall, Attenborough Lane, Attenborough,
NOTTINGHAM NG9 6AB

Inspection date: 22 February 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 run in excitedly when they arrive at pre-school. They are learning to recognise their name as they place their coat and lunch box on chairs with their name labels on them. Children quickly settle as they choose what they would like to do from the range of varied activities that staff have set up around the room. During the day, children are able to choose whether to play inside or outdoors. They spend much of their time outdoors in the large natural garden. Children explore their surroundings and develop their physical skills. They dig with spades and say they are building a spaceship as they collect and carry pieces of wood to add to their creation.

Children are learning to become independent and begin to take care of themselves. They put on their wellies before they go outside to play and are learning to pour their own drink from a jug. When children spill some water from the jug staff say, 'not to worry' and help them to clear it up. At snack time, children clear their plates and cups away once they have finished eating.

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

- Managers and staff have put together a well-thought-out curriculum which they deliver through a combination of child-led and adult-led activities. They plan activities around children's interests, such as dinosaurs and space, and use these to extend children's independence, communication and language skills and their knowledge of mathematics.
- Staff follow the children's lead. They adapt their in-the-moment approach to capture children's imagination. As children play outside, they teach children the mathematical concepts of 'more' and 'less'. Staff pretend to go on a journey in the children's spaceship and ask children to join as they go. Children extend their counting skills as they count each time a child joins or leaves the spaceship. They recall previous learning, as they say they are going to Saturn, Jupiter and the Earth.
- The staff know the children well. When children start pre-school, they ask parents to provide information about what they already know and can do and things that are important to them as a family. Younger children join stay-and-play sessions with their parents before they start pre-school, which helps them to get to know the staff. However, staff do not link with other settings children have previously attended. This means information is not consistently gathered to identify children's starting points and identified learning needs.
- Children are learning to enjoy books as staff enthusiastically read stories to them. Staff ask children questions about the story as they read and encourage them to think as they introduce new words, such as 'enormous' and 'gigantic' to extend children's vocabulary.

- Children behave well. Staff remind them to share and to have 'kind hands'. They use a listening ear picture to help remind children to listen quietly at key times during the day. However, staff do not yet provide enough support to ensure all children learn to listen and focus during group activities.
- Staff provide sensitive support tailored to children's individual needs. Children's additional needs are identified early, and staff work with other agencies to access specialist support. Staff each have a set of picture cards to help children who are non-verbal to understand what is happening next. They provide small-group time for children who need extra support, to explore a treasure box to help them with their speaking skills and pronunciation. These steps help children with additional needs to make good progress.
- Parents say their children love attending the pre-school. They particularly value the outdoor activities staff provide. Parents state the staff helps their children learn new skills, such as developing their speaking skills further and becoming more confident.

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. Managers put in place risk assessments, and staff carry out safety checks as they set up each morning to ensure the environment is safe for children. Staff talk to children about internet safety as they help them to understand keeping themselves safe online. Managers ensure staff keep up to date concerning their safeguarding knowledge. They organise safeguarding discussions and quizzes during staff meetings.

What does the setting need to do to improve?

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

- clarify how group activities will be planned and managed to meet all children's needs, particularly for children who struggle to listen and focus
- liaise with other settings children attend to better understand their needs and what they know and can do when they first attend.

Setting details

Unique reference number	253109
Local authority	Nottinghamshire County Council
Inspection number	10226608
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	42
Name of registered person	Attenborough Church Pre-School Committee
Registered person unique reference number	RP522108
Telephone number	0771 4577171
Date of previous inspection	20 March 2017

Information about this early years setting

Attenborough Church Pre-School registered in 1994 and is located in Nottingham. The pre-school employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications, including two with qualified teacher status. The pre-school opens Monday to Thursday, from 8am and 4.30pm, and 8am and 3.15pm on a Friday. It operates during term time only. 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 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 his evaluation of the setting.
- 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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