

# Inspection of Thursfield Pre-School

Chapel Lane, Harriseahead, Stoke-on-Trent ST7 4JL

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Inspection date: 19 April 2023

<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 excitedly spring through the door at the start of their day, eager to see their friends and join in their play. They are greeted by familiar staff, who give them a very warm welcome. Children are clearly happy and secure in staff's care. The manager and staff have high expectations that children are prepared for their move on to school. The curriculum offers children many activities to develop their knowledge and independence. For instance, children learn to take off and put on their shoes and wellington boots and put on their own coats to play outside. Knowledgeable staff engage children in conversations about colour, shape and number during activities. Staff support children's personal, social and emotional development well. For instance, they use different ways to manage behaviour, including distraction techniques for younger children. Children receive good levels of support to understand the behaviour expected of them.

Staff are animated storytellers. Interactive stories read by staff capture children's attention. Children listen carefully and happily join in. They learn new actions and words very quickly and repeat key phrases back and anticipate what might happen next. For instance, children squeal with excitement as they predict what will happen to the wide-mouthed frog on the next page.

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

- The manager develops and monitors the pre-school's curriculum to ensure that all children make good progress from their starting points in development. Staff use their observations and information from home to implement the curriculum across the pre-school.
- Children develop good language and communication skills. Staff use questions effectively. They ask open-ended questions to encourage children to think and explain what they are doing and why. Children display high levels of curiosity, concentration and enjoyment. They show a positive attitude to their learning. They become questioning and confident individuals. For example, when they compare the similarities and differences between a slug and a snail, children ask how the snail fits its whole body into such a small shell. Staff praise children for their good questioning and they consider a range of solutions.
- Outside play is encouraged daily. Children have a range of activities available outside, including climbing, balancing and coordination challenges, a reading area, and opportunities to explore mud and water. Children enjoy digging in the garden area and investigating the insects they discover. They ask staff to help them to identify and name them, using the books available. Children are very knowledgeable about the different insects they find and continue this interest indoors. For example, they enjoy making marks as they draw pictures of the insects they found, which are proudly shared during circle time.

- Children with special educational needs and/or disabilities (SEND) are well supported. The special educational needs coordinator (SENCo) has a good understanding of the needs of the children. She communicates effectively with the staff to ensure that they are aware of children with SEND.
- Children are familiar with the routines of the pre-school. Overall, they engage in enjoyable activities that interest them for long lengths of time. However, at some routine times of the day, particularly around mealtimes or home times, staff keep children waiting for long periods. At these times, children are not supported effectively to engage in purposeful play and learning experiences.
- Staff know children very well and use their knowledge about their interests to support activities. Children make independent play choices from a good range of resources in the rooms. However, at times, during group activities, younger and quieter children do not get the same opportunities as children who are older and more confident to answer questions and develop their knowledge.
- Partnerships with parents are effective. Parents speak very highly of the pre-school. They are delighted with the progress their children make. Parents say that they are well supported by the staff team and that their children are happy to come to the pre-school. Staff at the pre-school liaise with school staff to ensure that children's transitions are smooth and successful.
- The dedicated and knowledgeable manager ensures that staff receive regular training to update their knowledge of early years. The manager holds supervision meetings with staff and weekly catch-up meetings. Staff say that they all work together as a small team to provide high-quality care and education.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate good knowledge of safeguarding procedures. They explain what may concern them about a child's welfare and how to get help and support. They understand what to do if they have concerns about another member of staff and know where to report their concerns. Staff deploy themselves well to ensure that children are supported effectively. All staff have completed paediatric first-aid training. This helps to keep children safe because any accidents can be confidently dealt with.

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

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

- give children time and space to become deeply engaged in their learning and adapt routines to allow for this
- support staff to consistently engage children who are quieter and less confident during group activities, to further increase their learning and development.

## Setting details

<b>Unique reference number</b>	218157
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10283939
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Thursfield Pre-School Committee
<b>Registered person unique reference number</b>	RP904754
<b>Telephone number</b>	07816532173
<b>Date of previous inspection</b>	4 December 2017

## Information about this early years setting

Thursfield Pre-School registered in 1993. It is situated in the grounds of Thursfield Primary School and is run by a voluntary management committee. The pre-school is open from Monday to Friday during term time only. Sessions are from 8am to 6pm. The pre-school also offers out-of-school care for children attending the school. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds a qualification at level 6. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Beverley Devlin

## 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 pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what she wants children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during an activity.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of 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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