

Inspection of Preschool 345

5 Middle Street, Beeston, Nottingham, Nottinghamshire NG9 1GA

Inspection date: 30 June 2023

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| 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 arrive at the pre-school with smiling faces and are warmly welcomed by staff. They wave goodbye to their parents and carers and skip off to play with their friends. Children demonstrate their understanding of the staff's expectations as they pause their play and sit on the carpet, ready to listen as staff sing the registration song. They show that they feel safe and happy at this pre-school.

Children learn to lead their play as staff plan activities to encourage imagination and creativity. Children use crates, blankets and pretend bricks as they work together to build a house. Staff gently support children when they need help. Children play in the house they have created, pretending it is their home. They later exclaim, 'We're moving house!' and carry their building materials across the garden to build a different house. Children's friendships blossom as they learn to play cooperatively.

Children are supported to develop problem-solving skills when a balloon gets stuck in a tree. Staff ask children how they think they could get it down, encouraging them to think carefully. Children decide a broom would work. Staff ask, 'How shall we use the broom?' and children discuss various options. They work together to lift the broom until the balloon falls. Children cheer, and staff thank them for their help and ideas.

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

- Managers are focused on developing staff practice. They have introduced 'champion' roles for staff to become experts in specific areas of the curriculum. Staff state they feel empowered and enjoy developing their knowledge and understanding of their subject. They share their training experiences with their colleagues and use their acquired knowledge to plan activities which ignite children's curiosity and support their learning.
- The staff know the children well, including children who have only recently started at the setting. They understand children's starting points and interests and identify what they need to learn next. Staff observe and assess children's development and identify where they can support them further. They use additional funding to support individual children with sensitivity. This helps children to make good progress.
- Staff engage in meaningful conversations with children. They teach children new vocabulary and embed previously learned words. Children learn lots of different songs and enjoy listening to stories. However, children who speak English as an additional language do not benefit from hearing staff use words in their home language to further support their understanding and early communication skills.
- Staff plan experiences to enhance children's skills and learning. They host a local

music and movement teacher weekly to teach children movement and dance and to learn about musical instruments. Staff have introduced a book-lending library to ensure all children can share stories with their families at home.

- Staff put routines in place to promote children's independence. Children learn to hang up their coats and belongings on arrival. The staff arrange the pre-school so children can access all suitable resources and make choices in their play. Children learn to wash their hands before eating and help themselves to a healthy snack. Without being prompted, they put leftovers in the bin before going to play. Children become increasingly independent.
- Staff create an environment which is nurturing and respectful. They help children to learn to celebrate their achievements. Children are encouraged to praise each other for their 'wow' moments and enjoy helping staff write praise for their peers on a paper leaf, which they add to their 'achievement tree' display. They take pride in their achievements and develop their self-esteem.
- Staff work in partnership with other settings to promote the best outcomes for children. They hold regular discussions and share assessments with childminders they share care with. Staff welcome feedback from schools where children will also attend. As children eat packed lunches at the pre-school, staff now plan activities for children to practise using cutlery, so they can learn to eat with a knife and fork when they start school.
- Parents value the information their children's key person shares in person and through an online journal. They feel well informed about their children's learning and say their child has come on leaps and bounds while at the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Managers instil a culture of effective safeguarding. They follow robust recruitment procedures to ensure staff are suitable and have a secure understanding of safeguarding. Staff demonstrate an understanding of a wide range of safeguarding concerns, including county lines and female genital mutilation. They know how to identify when a child is at risk of harm. The staff know their responsibility to monitor and report concerns to the relevant bodies. They teach children about stranger danger and road safety. Staff supervise children carefully and remind them to think about safety as they play. This helps to keep children safe.

What does the setting need to do to improve?

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

- strengthen support for children to hear and use words in their home language to support their understanding and language skills.

Setting details

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| Unique reference number | EY332221 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10289121 |
| 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 | 30 |
| Number of children on roll | 38 |
| Name of registered person | Preschool 345 (Beeston) Committee |
| Registered person unique reference number | RP910043 |
| Telephone number | 07816 376726 |
| Date of previous inspection | 13 November 2017 |

Information about this early years setting

Preschool 345 registered in 2006 and is located in Beeston, Nottingham. The setting employs seven members of childcare staff. Of these, three members of staff hold appropriate early years qualifications at level 6 and four hold qualifications at level 3. The pre-school opens Monday to Friday, from 8.30am to 3.30pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vanessa Cuthbert

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 provider.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity together.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed staff and children of all ages throughout the pre-school.
- The inspector held discussions with staff throughout the inspection.
- The inspector spoke to children to find out about their time at the pre-school.
- Parents and carers shared their views of the pre-school with the inspector.
- A sample of documentation was reviewed, including paediatric first-aid certificates and staff suitability checks.

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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