

Inspection of Muskham Preschool

Village Hall, Nelson Lane, North Muskham, Nottinghamshire NG23 6HL

Inspection date: 5 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff embed routines in the day that children understand and follow. For example, when staff shake a tambourine, children know to come inside and join staff and their peers for a group time. This daily routine helps children to feel secure in the pre-school. Staff help children to understand the rules, such as to climb up the steps on the climbing frame instead of going up the slide, to promote their safety.

Children are supported by staff to engage in imaginative play. When children use pretend tools to fix a broken pretend aeroplane, staff help them learn about the different parts on an aeroplane. Children are asked to share the pretend tools they use. For example, when children try to take a toy saw from their peers, staff show them other tools they can use instead. Staff ask children to work as a team to fix the aeroplane. Children are given opportunities by staff to be independent. This includes asking children to hand out plates at snack time and to pour their own drinks. When children struggle to use knives to butter their toast, staff ask them to keep trying, encouraging them to persevere. Children show excitement when staff ask them to practise for sports day. The races enable children develop their hand-eye coordination, for example, they are asked to balance eggs on spoons when they walk.

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

- The manager and staff help children to be emotionally ready for their move on to school. For example, the manager takes children for visits to the school to help them to become familiar with the environment and their new teacher.
- The manager and staff plan a curriculum that enables children to learn about different themes, such as farms and animals. They also use observations and assessments to help identify what children need to learn next. This helps children to progress well in their learning.
- Staff support children's communication and language skills well. This helps to close any gaps in some children's learning due to the COVID-19 pandemic. For example, when staff ask children questions, they give them time to think and respond. Staff introduce new words to help develop children's vocabulary, such as 'nocturnal' and 'shredding' when they talk to them about animals.
- Children who have special educational needs and/or disabilities receive tailored learning support to meet their individual needs. For example, staff show children pictures of activities to encourage their communication skills and to express their thoughts and needs.
- The manager uses additional funding for children effectively. For example, she uses the money to arrange extra activities for children to take part in. This includes forest sessions for children to explore nature and trips to farms to learn about animals. This helps to provide some children with experiences they do not

receive elsewhere.

- Staff talk to children about the pre-school's rules and boundaries. Children understand these and say that they need to do good walking. However, occasionally, when staff give children praise, such as 'well done', they do not explain to children what the praise is for. This will help them to be aware of their achievements.
- Staff offer children a healthy range of snacks and drinks to promote a nutritious diet. They help children to learn about the benefits that milk has on their bodies. Staff help children to understand of how healthy food grows. For example, when children water strawberry plants, they tell visitors it will make the strawberries grow.
- Staff attend supervision and staff meetings with the manager to reflect on their practice. They attend training courses that extends their knowledge of how to include maths in daily experiences. For example, when children throw a ball, staff talk to children about them throwing it 'under arm'. This helps children to learn positional language.
- Staff adapt activities to follow children's interests. However, when staff carry out some planned activities, they do not always consider how their interactions can be adapted to meet the different ages and abilities of the children. This will help build on children's individual learning.
- Parents comment positively about the pre-school. They say that staff are accommodating, friendly and have good relationships with the children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff provide children with opportunities to learn how they can keep themselves safe. For example, they invite police officers to talk to the children about the importance of wearing seatbelts when they travel in vehicles. Staff carry out risk assessments in the environment. This helps to provide a safe space for children to play. The manager and staff understand how to identify vulnerable children. Staff are given lanyards to keep with them, which include information about how to identify the signs of abuse and where to report any concerns about children's safety.

What does the setting need to do to improve?

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

- develop ways praise is given, to help children to be aware of what they are being praised for and their achievements
- help staff when they plan activities to consider how to differentiate their interactions to support the different ages and abilities of the children, to help build on their individual learning.

Setting details

Unique reference number	253292
Local authority	Nottinghamshire County Council
Inspection number	10288982
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	26
Number of children on roll	29
Name of registered person	North Muskham Playgroup Committee
Registered person unique reference number	RP909615
Telephone number	
Date of previous inspection	8 November 2017

Information about this early years setting

Muskham Preschool registered in 1991 and is situated in North Muskham, Newark, Nottinghamshire. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Tuesday to Friday during school term time. Sessions are from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 setting.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff and provider at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views on the pre-school with the inspector.

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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