

Inspection of The Community Pre-School

Station Road, West Hallam, Ilkeston, Derbyshire DE7 6GX

Inspection date: 11 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 Inadequate

What is it like to attend this early years setting?

The provision is good

A skilled and dedicated staff team provides a stimulating and enriching learning environment that draws children in and captivates their interest and curiosity. Staff establish strong relationships with children and parents. This means that children settle quickly and feel safe and secure. Staff know children well and this enables them to plan an exciting and ambitious curriculum. All children, including children with special educational needs and/or disabilities, are supported to make progress in their learning and development. Staff interact effectively with children to sustain their interest and motivation. For example, when children are trying to negotiate their way up, over and across a climbing frame, they are guided by attentive staff asking well-placed questions. This helps children to understand how to move and position their bodies safely.

Staff fully encourage all children to be independent learners. This supports children to be ready for their transition into school as staff help them to develop the skills they will need. For example, well-organised group activities and story times help children to develop their listening skills and understand the importance of taking turns when speaking. Staff are positive role models. They gently support and guide children to develop good manners, and children learn to show respect and kindness towards others. For example, children offer their hand or a hug when another child is upset. This creates a caring and nurturing atmosphere

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

- The manager is extremely committed and has worked very closely with the management committee and an adviser from the local authority to implement changes since the last inspection. Safeguarding procedures have been strengthened as suitability checks have been processed for all committee members.
- The manager and staff work well together as a team. They create a welcoming and inclusive environment where everyone is valued and respected. Effective systems are in place to support and coach staff, which enables them to reflect on and develop their practice and identify further training needs. Staff have a deep understanding of child development. They plan and deliver a meaningful curriculum that supports all children to make progress and succeed in their learning.
- Staff support children's health and physical development, providing regular access to outdoor activities. Children relish visiting their allotment where they learn how to grow their own vegetables. They learn to handle tools and develop strength and coordination as they dig in the soil to find potatoes. All children benefit from fresh air and being able to practise and extend their physical skills.
- Parents are extremely positive about the pre-school. They comment that staff go

'above and beyond' for children, helping them to make progress and also giving extra support when required. Parents value the time that staff spend helping children to settle in. They feel reassured that staff provide a caring and safe environment where children learn to explore and develop their independence.

- Staff encourage children to recognise and use numbers during their play. For example, children count confidently as they make play dough cakes. Staff help children to learn early subtraction when they hand out the cakes to their peers. However, staff do not further enhance children's problem-solving skills.
- Staff provide a wide variety of engaging activities to support and develop children's growing language and communication skills. Children huddle around adults to share books and listen to stories. They show their understanding of the text by answering questions and discussing characters and events. Children thoroughly enjoy singing times and group quizzes. They listen carefully to questions and recall facts they have learned. For example, children consider which sea creatures have tentacles and suggest octopus and jellyfish as answers. Staff and children praise the efforts and achievements of others. Children develop positive self-esteem.
- Staff provide a variety of meaningful opportunities for children to gain a deeper understanding of their local community and the world in which they live. For example, staff have established regular links with a local care home. Children have fun interacting with older members of the community and they enjoy taking part in physical activities together during 'Boogie Beats' sessions.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their roles and responsibilities to safeguard children. They have a good awareness of the signs and symptoms of possible abuse and are confident in how to report their concerns. The manager ensures that staff keep their knowledge up to date with regular online and in-house training. This helps to strengthen their knowledge of safeguarding concerns, such as county lines and domestic abuse. Effective supervision and daily risk assessments help to keep children safe. The suitability of staff is determined through thorough recruitment processes. The ongoing suitability of staff is regularly reviewed.

What does the setting need to do to improve?

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

- strengthen staff's interactions to help children build on their problem-solving skills.

Setting details

Unique reference number	206900
Local authority	Derbyshire
Inspection number	10282726
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	24
Number of children on roll	48
Name of registered person	The Community Pre-School Committee
Registered person unique reference number	RP522134
Telephone number	07563033360
Date of previous inspection	17 February 2023

Information about this early years setting

The Community Pre-School registered in 1983 and is situated in West Hallam, near Ilkeston. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The pre-school opens from 8.30am until 3.05pm on Monday, Tuesday, Thursday and Friday, and from 8.30am until 12.05pm on Wednesday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Scheel

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector had a learning walk together and discussed the learning intentions for children and how the environment is arranged.
- Children communicated confidently with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager of children and staff during snack time.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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