

# Inspection of Stannington Village Pre-School

Lomas Memorial Hall, Church Street, Stannington, Sheffield S6 6DB

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Inspection date: 23 January 2024

<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 are happy and thoroughly enjoy spending time at this well-organised and inspiring pre-school. Children and parents are warmly greeted by staff as they arrive. Staff spend quality time with the children to get to know them well and establish secure relationships. This supports children to feel safe and secure during their time at the pre-school.

The managers and staff have designed a curriculum that is ambitious, overall, for all children. Staff provide a wealth of engaging learning experiences based on children's interests and their next steps in learning. Staff interact and engage well with the children during their play and exploration. For example, as children make play dough together, staff encourage them to explore what will happen if they add too much water. The children talk about how it is sticky and then know to add more flour to rectify this. This supports all children to make good progress in their learning.

Children's behaviour is extremely good. Staff act as positive role models and communicate clear expectations to the children. For example, staff consistently explain the golden rules to the children as part of their daily routine. Children show their clear understanding of these rules as they remind each other of them throughout the day. Children respond well to the praise that they receive from staff for their efforts and achievements. This supports their self-esteem and confidence well.

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

- Staff support children's communication and language skills well. They share conversations, stories and songs with children and engage with them as they play. Staff use a variety of communication methods to support children to make progress in their speech and language development. For example, they use strategies, such as visual cards, to provide extra support for children who need it to communicate.
- Partnership with parents is excellent. Staff include parents in every step of their child's journey. For example, parents attend parent's evenings and receive regular newsletters and daily updates on their children's progress through an online platform. Parents are extremely happy with the care their children receive. They speak highly of the manager and caring staff at the pre-school.
- Children have daily access to a well-equipped outdoor area that offers them an abundance of opportunities. For example, children develop their balance and spatial awareness using ride-on toys. They skilfully pour water down the piping, taking great care not to spill any. Children use spades to dig mud and collect water to transport to the mud kitchen to make mud soup together.

- Developing children's understanding of healthy eating and healthy lifestyles is given high priority at the pre-school. Staff work with parents to provide healthy packed lunches, such as through daily discussions and lunch box ideas available for families. As part of the pre-school's healthy eating theme, children are given fresh vegetables to learn about during their play. Props, such as model teeth and toothbrushes, allow children to practise effective brushing and learn about good oral health.
- Children show impressive levels of independence from a young age. Staff use every opportunity to support children's growing independence. This is evident as children wash their own hands, put on their coats and wellies before going outside and wipe their own noses. Staff skilfully demonstrate tasks for children and encourage them to try for themselves. This prepares children well for their eventual move to school.
- Overall, staff provide support for children's mathematical development. For example, staff count to 10 with the children during song and story time. In addition, the manager has set up a mathematics table for children to freely access. However, staff do not have a deep enough understanding of how to fully support children's mathematical skills during all activities. This means that, although children acquire some skills, their development in mathematics is not yet fully embedded in practice.
- Children with special educational needs and/or disabilities (SEND) are supported well at the pre-school. Staff work effectively with parents and other relevant professionals to devise and implement individualised care and learning plans. This means that children with SEND are supported well and make good progress.
- Staff have regular opportunities to reflect on their practice and discuss their professional development through supervision meetings. The manager carries out regular staff observations to support staff's practice and identify any additional training they may need. She places a high priority on the well-being of staff. Staff say that they feel valued, supported and enjoy working at the pre-school.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support staff to develop their teaching skills further to fully support children's mathematical development.

## Setting details

<b>Unique reference number</b>	300732
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10312408
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Stannington Village Pre-School Committee
<b>Registered person unique reference number</b>	RP519460
<b>Telephone number</b>	07562 121324
<b>Date of previous inspection</b>	30 April 2018

## Information about this early years setting

Stannington Village Pre-School registered in 1992 and is located in Stannington, Sheffield. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, and one member of staff holds qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 8am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jennifer Cowton

## 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 provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Some children, parents and staff spoke to the inspector during the inspection, and she 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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