

Southwell Pre-School

Scouthut HQ, Memorial Drive, Off Bishops Drive, SOUTHWELL, Nottinghamshire,
NG25 0GD



Inspection date

15 December 2015

Previous inspection date

13 June 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|--------------|----------|
| | Previous inspection: | Satisfactory | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The setting embraces the local environment and community. Children enjoy regular walks in the nearby public gardens and parkland where they learn about the natural world. They delight in finding insects under logs and digging for worms. Staff teach them about where animals live and introduce new words, such as hibernate, during discussions.
- Children's mathematical understanding is developing particularly well. Staff take every opportunity to teach children to count, compare size and measure. Children demonstrate good levels of concentration as they sequence numbered wellington boots. Staff count with children as they climb steps or find out how many children need snack.
- Children play together and get along well. Staff help children to talk about their feelings and resolve their own conflicts. They are consistent role models and remind children to use kind hands when playing with their friends.
- The manager and committee work well together and share a strong vision for continuous improvement of the setting.

It is not yet outstanding because:

- Opportunities to teach children how to handle tools and equipment effectively are sometimes missed.
- The programme of staff professional development does not focus enough on raising the quality of teaching to the highest possible level and consistently achieving excellent outcomes for children.

What the setting needs to do to improve further

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

- make better use of opportunities to teach children how to handle tools and equipment efficiently
- target professional development more precisely on raising the overall quality of teaching and increasing the potential to achieve the best possible outcomes for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager, staff, committee and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation including policies and procedures.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Jo Gray

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their roles and responsibilities to safeguard children's welfare. The manager monitors planning and assessment and quickly addresses any gaps in children's learning. She carries out regular appraisals with staff and checks their ongoing suitability to work with children. The needs of disabled children and those with special educational needs are well met. There are effective links with the other settings they attend and any other professionals involved in their care and learning. Parent partnerships are strong. Parents' views are actively sought by staff and help inform the setting's priorities for improvement. Contributions to their children's assessments are valued. They share observations from home on the Super Stars board.

Quality of teaching, learning and assessment is good

Staff make thorough assessments of children's progress. They use this information to plan exciting and challenging activities, both indoors and outdoors. These activities inspire, engage and motivate children to make good progress. Staff play alongside children and show interest in what they are doing. Outside, as children mix mud and make a pretend soup, staff join in and pretend to have a bowl. They extend children's language skills as they repeat words back to children, pronouncing them correctly. Children enjoy playing together, collecting water from a water butt and adding it to their muddy puddles. They investigate a variety of methods to transport the water without spilling it. Once the puddle is full they laugh as they jump in it and make splashes together. Children's literacy development is well fostered. Books are readily available for children and they enjoy listening to stories. They write letters to Santa and use small clipboards to write about and draw the insects they have found while out walking.

Personal development, behaviour and welfare are good

The key-person system works well. Children have formed good attachments with all the staff and are happy and settled. Staff support children to take appropriate risks in their play and learn to keep themselves safe. They remind children to be careful on the muddy slope as they are out on one of their afternoon adventures, because it is slippery. Children have a good understanding of how to keep themselves healthy. They have lots of opportunities to play outdoors. They grow carrots and pull them up from the ground. They know to wash them to get rid of the germs. After they have cleaned them they plan to eat them at snack time. Children confidently explore their environment and make independent choices about where they play. They wash their own hands before snack and collect a plate and cup to use. They are gaining a range of valuable skills to prepare them for the next stage of their education in school.

Outcomes for children are good

Staff know how to promote children's learning and development well. Children are confident learners who are keen to engage in the stimulating activities on offer. As a result, children are making good progress in their learning.

Setting details

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|------------------------------------|---|
| Unique reference number | 253348 |
| Local authority | Nottinghamshire |
| Inspection number | 1028432 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 15 |
| Name of provider | Southwell Pre-school Committee |
| Date of previous inspection | 13 June 2013 |
| Telephone number | 01636 813821 |

Southwell Pre-School was registered in 1976. The setting employs eight members of childcare staff, six of whom hold appropriate early years qualifications at level 2 or 3. The setting opens from 9.15am to 1.15pm on Monday, 9.15am to 2.45pm on Tuesday, Wednesday and Thursday and 9.15am to 12.15pm on Friday, term time only. The setting provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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