

St Andrews Pre-School

St Andrews Community Church, Pentland Road, Dronfield Woodhouse, Derbyshire,
S18 8ZQ



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| Inspection date | 15 July 2015 |
| Previous inspection date | 3 February 2011 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- The staff know the children and their families extremely well. Good communication between home and the pre-school means children's individual needs are well supported. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress in their learning.
- Staff are good role models and regularly engage children in conversation. This supports their developing language skills well.
- The staff work as an effective team. They reflect on their practice, which ensures any areas for development within the pre-school are identified and addressed.
- Robust observations lead to accurate assessments of children's abilities and identify gaps in learning. This leads to staff preparing well-planned activities which successfully promote children's all-round learning and development.
- Staff have a good understanding of safeguarding procedures and know how to identify and report concerns they may have about children in their care.

It is not yet outstanding because:

- Staff do not always make the most of children's free play to provide opportunities for children to solve number problems.
- On occasions, staff miss opportunities to use effective questioning to extend and develop children's thinking. This means that children's knowledge and ideas are not always explored in as much detail as they could be.

What the setting needs to do to improve further

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

- maximise children's skills in solving number problems within their free-play activities
- raise further the quality of teaching by making sure staff always effectively question children to extend their critical-thinking skills.

Inspection activities

- The inspector observed activities in the playrooms and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The well-qualified staff team provides rich and varied activities to promote children's development. Staff complete regular observations and assessments on the children to recognise their achievements and identify their next steps in learning. Children are able to freely access a wide range of toys that are well matched to the age range of children who attend. Children are excited by the imaginary pirate ship related to the current learning theme. Staff extend and enhance children's learning by joining in with their play. They use stories about pirates to extend children language. These discussions also model the use of new language, and consequently children are making good progress in their communication and language skills. However, occasionally staff do not always fully challenge and sustain children's thinking by using questions effectively. This means that, on occasions, children's learning is not as extended as much as it could be. Staff introduce counting and numbers during adult-led activities. However, some opportunities to reinforce and extend children's number skills are overlooked. Children gain the skills needed for school by practising their early writing skills and learning how to listen carefully and concentrate.

The contribution of the early years provision to the well-being of children is good

Children build close relationships with staff and their peers. They enjoy each others company, frequently laughing and sharing jokes together. The welcoming environment created by staff supports children's emotional development. Children are secure in their understanding of the daily routine and they are active and motivated learners. They show they understand staff's expectations and the boundaries set, and so behaviour is good. Parents speak highly of the pre-school. They feel staff are proactive in signposting them to potential gaps in their children's learning and development. Close links with external agencies ensures children's specific needs are well supported. Children learn about healthy practices and good hygiene through the daily routine. They enjoy taking turns to pretend to be the chef who prepares the healthy snacks for all of them. Children enjoy many activities that support their physical development, such as balancing, as they pretend to walk the plank on their imaginary pirate ship.

The effectiveness of the leadership and management of the early years provision is good

The manager and deputy have a thorough understanding of their responsibilities and implement a range of policies and procedures to support their work. Children's progress is monitored effectively and any concerns or gaps in progress are quickly identified. Parents receive regular updates about their child's learning through daily conversations and more formal meetings. Children's welfare is effectively safeguarded through a variety of measures, including implementing policies, risk assessments and staff training. Robust systems are used to check that staff are suitable to work with children. Regular supervision and training ensures staff are continually updating their skills and knowledge. This has a positive impact on children's learning.

Setting details

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| Unique reference number | 206862 |
| Local authority | Derbyshire |
| Inspection number | 865446 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 30 |
| Number of children on roll | 62 |
| Name of provider | St Andrew's Pre - School Committee |
| Date of previous inspection | 3 February 2011 |
| Telephone number | 07814941343 |

St Andrews Pre-School was registered in 1992. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, and two at level 2. The nursery opens from Monday to Friday, term time only. Sessions are from 8am until 3.30pm. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery provides funded early education for two-, three- and four-year-old children.

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