

Etwall Pre-School CIC

Frank Wickham Hall, Portland Street, Etwall, Derbyshire, DE65 6JF



Inspection date

27 April 2015

Previous inspection date

16 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children's learning is not always well supported in group activities because teaching quality is variable and children, in the main, lead their own activities. Therefore, not all children are making the best progress they can in relation to their starting point.
- Planning is not sufficiently robust to ensure activities always support children's next steps and provide good levels of challenge for all children.
- The procedures for monitoring staff lack rigour. Supervision is not always effective in identifying weaknesses in teaching. This means that staff do not receive the support they need to improve their practice.

It has the following strengths

- Children are confident and form strong relationships with each other.
- The environment is safe and staff understand their role in keeping children safe from abuse and neglect.
- Parents are involved in children's learning from the start and there is regular communication between staff and home about children's progress.

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What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching and the balance of adult-led and child-initiated activities so that the individual needs and interests of children are always taken into consideration and children are effectively supported to extend their learning
- improve the planning and delivery of activities so that they are suited to the stage of development of the children taking part and offer good levels of challenge.

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

- improve the arrangements for monitoring practice to ensure all children's needs are met and to enrich the quality of teaching.

Inspection activities

- The inspector talked to staff, children and parents, and held meetings with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and sampled a range of other documents.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector reviewed written comments from parents and took account of the views of parents spoken to on the day.

Inspector

Jacqueline Coomer

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Inspection findings**How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff provide children with a range of suitable resources for imaginative play. Children express themselves creatively as they paint pictures, play in the sand and water, and engage in make-believe with a range of toys. Children enjoy their time at the Pre-School. However, the quality of teaching varies across the staff team. Activities are sometimes mundane and some children lose interest. Activities are generally led by the children, and guidance and support from staff to extend children's learning, is sometimes lacking. More able children are not always fully engaged as activities do not hold their interest and they begin to wander around. Despite this, some staff understand when it is appropriate to intervene and do so skilfully. For example, children try hard to be independent when putting on their painting apron. Staff stand back until such times as children request support. Independent self-care skills help children with the next stage in their learning, such as moving on to school.

The contribution of the early years provision to the well-being of children requires improvement

Children are mostly self-assured and have good social skills. They form friendship groups and enjoy the company of each other. Children make independent choices in their play and benefit from having direct access to the outdoor play area. This ensures they have plenty of fresh air and opportunities to build on their physical skills during active play. A rolling snack time provides an opportunity for children to interact in small groups. All children are cared for in one room and the environment is safe and welcoming. Children have play opportunities which reflect diversity and acknowledge cultural differences, such as dolls and books. This supports children to understand and respect similarities and differences between themselves and others. Children behave well overall and any minor disagreements are managed well by staff. Staff understand their role as key person to the children and most children are settled and happy in their play.

The effectiveness of the leadership and management of the early years provision requires improvement

Effective relationships are built with parents and carers, and information about children's progress is shared regularly. Working partnerships with other settings and professionals are effective and this ensures smooth transitions to school for older children. The leaders understand their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage and there are systems in place to monitor children's progress and staff performance. Most staff are well-qualified and they use their knowledge to meet the needs of the children. Regular supervision is planned for all staff and there is some monitoring of staff performance. However, this is not yet rigorous enough to effectively identify all weaknesses in practice. Therefore, targets set are not focused on improving teaching quality to ensure teaching is raised to the highest level.

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Setting details

Unique reference number	206763
Local authority	Derbyshire
Inspection number	865431
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	38
Name of provider	Etwall Pre-School Community Interest Company
Date of previous inspection	16 November 2011
Telephone number	07906857210

Etwall Pre-School opened in 2000. The playgroup is open during term time only, Mondays to Fridays, from 9.15am until 12.15pm and, from 12.15pm until 2.45pm, on Thursdays. The playgroup employs 11 members of staff. Of these, six hold appropriate early years qualifications. The manager holds Level 4 Certificate in Early Years Practice. The playgroup receives support from Derbyshire County Council.

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