

Inspection of Etwall Preschool

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

Inspection date: 5 December 2019

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Staff have high expectations for all children. They establish strong bonds with the children and nurture their emotional well-being. Children thoroughly enjoy spending time at the pre-school. They arrive happy and full of enthusiasm. They confidently find their name cards and say goodbye to their parents. Children are safe and secure in their surroundings. They show their inquisitive nature as they politely ask visitors 'what is your name?' and 'why are you here?'. Children demonstrate positive attitudes to their play and learning. They are independent and like to do things themselves. For instance, children know how to operate simple computer programs themselves.

Staff plan the environment extremely well and provide children with a wide range of unique and enjoyable experiences. For instance, they visit the local church and go on 'listening walks' around the area. Children behave well. They share, take turns and are kind and thoughtful towards their peers and staff. However, the provider has failed to inform Ofsted of all new members of the management committee, to enable the required suitability checks to be carried out. That said, the risk to children's safety is minimal. These individuals do not work directly with children. Furthermore, Disclosure and Barring Service checks are in place for all members.

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

- The provider does not have a secure understanding of when they must provide Ofsted with information to enable suitability checks to be completed for individuals involved in the management of the pre-school. Nevertheless, all staff who work directly with children do have the appropriate checks required.
- Children flourish as staff help them to understand what makes them unique. Staff build on children's experiences and extend their learning. For instance, children recall walking to the post office to post their letters and cards. They go on visits to museums and learn about the history of dinosaurs. Children recite the names of dinosaurs, such as 'Tyrannosaurus' and 'Diplodocus'.
- Staff are highly skilled at promoting children's self-led play. They have a good understanding of child development and know what children need to learn next to progress their learning. They complete regular observations of their key children. Leaders monitor children's learning to ensure they make good progress. However, staff do not always share children's progress with all parents to promote children's continued learning at home.
- Children enjoy taking part in role play. They use knives skilfully as they chop real vegetables to make pretend soup. Staff introduce children to new mathematical concepts as they discuss the different size and shape of the vegetables. Children notice as the water turns green and discuss with staff why they think this has

happened. They display good levels of concentration and form close friendships with their peers. They listen to instructions well and work together as a team to tidy up and put away the toys at the end of the session.

- Children's speech and language skills are supported well. Staff prioritise children's communication and focus on helping children to speak clearly and confidently. They model vocabulary and introduce new words into children's play.
- Children show a real love of books and reading. They delight in choosing their favourite books and listen intently as staff use different voices to bring the story to life. Older children are beginning to match sounds to letters and recognise some familiar written words. Children use a wide variety of mark-making materials. Staff provide children with encouragement to develop their finer hand movements and strengthen their control.
- Children thoroughly enjoy taking part in physical exercise. They have fun joining in with singing and dancing to their favourite action songs. They show their excitement as they enthusiastically wave their hands in the air and twist their bodies in rhythm to the music. However, the organisation of some group activities, such as circle time, leads to opportunities being missed to extend the learning of all the children.
- Staff work closely with teachers at the local school. They take the older children to visit every month and spend time in the Reception classes. This helps children to gain confidence in preparation for their move on to school.
- Leaders and staff are enthusiastic and work well together as a team. Staff's continued professional development is encouraged and is targeted towards supporting the needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained in their responsibility to keep children safe. They are confident in recognising and reporting any signs that may indicate a child is at risk of abuse. Leaders test staff's knowledge through quizzes and team meetings to ensure their skills are up to date. Staff understand how to recognise and report wider safeguarding issues, such as responding to extremist views. They carry out regular risk assessments to help keep children safe and ensure that the premises are secure. Staff recruitment and selection procedures meet the necessary requirements.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

ensure Ofsted is provided with the necessary information regarding all directors of the management committee so that the required suitability and vetting checks can be completed.	02/01/2020
--	------------

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

- enhance the focus of whole-group activities to make the most of these opportunities to support all children's learning
- continue to develop two-way communication with all parents to share children's progress and to promote their continued learning at home.

Setting details

Unique reference number	206763
Local authority	Derbyshire
Inspection number	10072530
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	40
Name of registered person	Etwall Pre-School Community Interest Company
Registered person unique reference number	RP901794
Telephone number	07906857210
Date of previous inspection	13 April 2016

Information about this early years setting

Etwall Preschool registered in 2000. It is located in the village of Etwall, Derbyshire. The pre-school employs eight members of staff. Of these, seven hold appropriate early years qualifications at levels 2, 3 and 4. The pre-school opens from 9.15am until 12.15pm from Monday to Friday, and from 12.15pm until 3.15pm on Monday, Thursday and Friday, during term time. The pre-school provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Newcombe

Inspection activities

- The inspector completed a learning walk of the areas used by children with the supervisor and discussed how the early years provision is organised.
- The inspector held discussions with staff and spoke with children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the supervisor.
- The inspector held a meeting with the supervisor and looked at relevant documents. These included evidence of the suitability of staff working in the pre-school and of the directors of the Community Interest Company who hold responsibility for the running of the pre-school.
- The inspector spoke to parents during the inspection and took account of their views from documents provided by the supervisor.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019