

Inspection of Etwall Preschool

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

Inspection date: 22 June 2021

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

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy, safe and secure at the pre-school. When they arrive, they confidently enter the building, place their bag and coat in their box, and go to wash their hands. Children understand the daily routine to follow and demonstrate a strong sense of belonging.

Children behave well and show kindness to their friends. They learn to play together and cooperate. For example, they share the play dough out between them and discuss what they are going to make. Children have a positive and respectful relationship with staff. They respond well to gentle reminders about playing safely with the water.

Children have a positive attitude towards learning and are eager to explore the wide range of well-planned activities set out for them. Staff have high expectations of children's learning, particularly their physical development. For example, children excitedly take part in sports day preparations and activities. They move their bodies in different ways as they pretend to be fluttering butterflies or tall stretching giraffes. All children, including those with special educational needs and/or disabilities, are fully supported by staff. They enjoy being part of group time activities and participating in storytelling. For example, children sit together captivated in a story being read to them. They use handheld props and take turns to bring the story alive.

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

- The pre-school has made good progress since their last inspection. The manager and staff team have taken appropriate steps to make improvements. These changes have had a positive impact on children's learning and development.
- Staff provide children with opportunities to socialise together and to extend their experiences. For example, they have identified that during the COVID-19 (coronavirus) pandemic, some young children have spent less time mixing with others. For these children, staff support their social skills through well-planned activities and routines, such as snack time and playing games to encourage turn taking.
- The manager and the staff team structure the curriculum to support and build on what the children know and can already do. They plan suitably challenging activities to help children make progress. For example, children engage in a cutting and sticking activity to develop their finger muscles. They fold and stick paper together to create envelopes for cards and gifts for their siblings.
- Children demonstrate that they are ready for the next stage of their education. They confidently access activities and develop their independence skills. Children put away their belongings, wash their hands and use the toilet without staff

support. Managers have formed good links with local schools. Teachers are invited into the pre-school and sometimes they bring items with them to help children become familiar with the school environment.

- Staff support children's language development well. They talk to children as they play and aim to help them build a wide vocabulary. However, staff do not always give children enough time to process and respond to questions asked, to help to strengthen their vocabulary even further.
- Parents speak highly of the pre-school. They report warm and caring relationships between staff and children. Parents comment on the progress their children have made since starting at the pre-school. They say their children quickly develop skills to do things for themselves, such as washing hands and following instructions. Parents know what their child needs to learn next and say they feel well informed about how to help their child's learning at home.
- Leaders are committed to continually improving the pre-school. They have effective systems for staff's supervision to monitor their performance and training. Targets are identified to help staff further improve the quality of education for children. For example, staff have enhanced the outdoor area to encourage children to participate more in experiences outside.
- Children are kind, considerate and respectful of one another. They demonstrate this as they listen to one another during group activities. Staff have high expectations of every child, including those with additional needs. They communicate effectively with parents and other professionals to meet the specific needs of children. Management use additional funding effectively, such as the early years pupil premium, this contributes to children's good progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection issues and have a secure understanding of the correct procedure to follow if they have concerns about a child. They attend regular training to ensure their safeguarding knowledge is kept up to date. Staff make sure the premises are secure to ensure children cannot leave unsupervised and any unauthorised visitors to the setting cannot gain entry. Staff are vigilant about safety and put in place a range of procedures to help keep children safe. For example, staff make sure that children are aware of road safety and wear high-visibility jackets when on outings.

What does the setting need to do to improve?

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

- allow children more time to think through their ideas and responses to questions they are asked, to maximise their learning.

Setting details

Unique reference number	206763
Local authority	Derbyshire
Inspection number	10133626
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
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	07895398263
Date of previous inspection	5 December 2019

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

Kelly Langley

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector and the manager completed a joint observation.
- The inspector and the manager completed a learning walk together and the inspector spoke to staff and children during the inspection.
- The inspector held meetings with the manager and other members of staff. She looked at relevant documentation.
- The inspector tracked children and the obtained information from their key person.
- The inspector spoke to parents during the inspection and took account of their views.

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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