

Farnsfield Pre-school Playgroup

Methodist Schoolroom, Chapel Lane, Farnsfield, Nottinghamshire, NG22 8JP



Inspection date	10 July 2017
Previous inspection date	29 March 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 enthusiastic and dedicated management committee and practitioners have made good progress since the last inspection. They have worked hard to address the action and recommendations for improvements. Actions taken now ensure the safety of all the children.
- Children have strong attachments with practitioners who are caring and attentive to their needs. This enables the children to explore their environment with confidence.
- Practitioners promote children's independence and self-care skills well, and help them to gain the skills they need, ready for school.
- Children develop a strong awareness of their local community. Regular opportunities are in place to visit the village and use its local facilities.
- The outdoor area provides exciting play opportunities for all ages and effectively supports children who prefer to play and learn outdoors.
- Practitioners are skilled in adapting their teaching to suit the ages and abilities of the children. Their teaching is effective in moving all children on in their learning.

It is not yet outstanding because:

- Opportunities for all practitioners to share their expertise, knowledge and skills have not been fully developed so that teaching is raised to an outstanding level to maximise children's attainment.
- Practitioners do not fully encourage parents to become involved in their child's learning or share information about what children are learning at home.

What the setting needs to do to improve further

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

- explore further ways to help parents build on what their children are learning in the setting
- provide more targeted opportunities for practitioners to share their knowledge and skills to learn from each other and help raise teaching to an outstanding level.

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 spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and members of the management committee. She looked at relevant documentation and evidence of the suitability of practitioners working in the pre-school and the management committee.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Susan Riley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Practitioners have a good and secure knowledge and understanding of how to keep children safe. Training in all aspects of child protection is kept up to date and regularly discussed at team meetings. Recruitment practices are extensive and ensure practitioners are suitable and the children are safe. This helps to ensure a culture of safety is promoted and understood by all. Self-evaluation is effective and leads to clear action plans. This helps to promote continuous improvements for children. Practitioners attend training to continue updating their knowledge of how children learn and develop. They plan and evaluate activities together, share ideas and attend regular team meetings. The manager monitors practitioners by working alongside them. Parents speak very highly of the pre-school, especially the dedicated practitioners and all that they do to support their children. Additional funding is used effectively. For example, practitioners have invested in training and resources to promote children's language and communication, and information technology.

Quality of teaching, learning and assessment is good

Practitioners are well qualified and have a secure knowledge of how children learn. They are skilled at observing children's play, following children's interests and joining in to help them learn. Practitioners know the children well, and carry out regular observations and assessments. This information is used to ensure all children take part in a good mix of child-initiated and adult-led activities. Practitioners use signing alongside the spoken word to reinforce children's language and communication. Older children develop increasing confidence to share their views and experiences, and engage in purposeful conversations. Partnerships with parents are strong. Practitioners ensure that parents are kept informed of their child's progress.

Personal development, behaviour and welfare are good

Children arrive with enthusiasm and settle in very well. They form a close bond and attachment to the practitioners and make friends easily. Behaviour is good. Practitioners set clear boundaries and are consistent in their expectations. Children learn to treat each other with respect and kindness. Practitioners provide children with a range of healthy snacks. Children serve themselves and use knives to butter their cracker, developing their independence. They demonstrate good control as they pour their own drinks. Children spend time outdoors and enjoy being physically active. They follow good hygiene routines and independently wash their hands at appropriate times. Children learn how to keep themselves healthy and safe. They know they need protection from the sun outdoors and manage this independently.

Outcomes for children are good

Children make good progress and are well prepared for school. This includes children who are working below expectations when they first start at the pre-school. They make improvements in key areas such as speech and language. Children grow in confidence and learn how to cooperate with others. They go eagerly to the carpet for story and singing time, and join in action songs.

Setting details

Unique reference number	509224
Local authority	Nottinghamshire
Inspection number	1096835
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 - 4
Total number of places	26
Number of children on roll	51
Name of registered person	Farnsfield Pre-School Committee
Registered person unique reference number	RP522312
Date of previous inspection	29 March 2017
Telephone number	01623 882499

Farnsfield Pre-school Playgroup registered in 1991. The pre-school is open Monday to Friday from 9am until 3pm, term time only. There are seven members of childcare staff, all of whom hold an early years qualification at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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