

# Overseal Pre-School

Overseal Village Hall, Woodville Road, Overseal, Swadlincote, Derbyshire, DE12 6LU



## Inspection date

Previous inspection date

16 November 2017

15 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
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

- Staff are deployed effectively, ratio requirements are met and children are supervised well at all times. The environment is safe and secure for all children.
- The management team closely monitors and analyses children's progress. There are swift early interventions and high levels of support, where children's progress is identified as being less than expected. Children make good progress from their starting points.
- Experienced and well-qualified staff organise the environment indoors and outdoors well. They provide children with a good range of challenging and fun learning experiences that encourages them to explore and investigate.
- The key-person system is effective. Staff give children who are new to the setting appropriate support and reassurance, to help them settle. Children are respected as individuals and treated with kindness.
- Staff have developed strong links with other settings and local schools. The well-established information sharing practices, effectively promote continuity in children's learning and care.

### It is not yet outstanding because:

- The systems to supervise and support staff, do not focus sharply enough on evaluating and enhancing their teaching skills.
- Staff have not found highly successful ways to involve parents in supporting their children's 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:**

- evaluate the quality and impact of teaching more incisively, to further improve learning outcomes for children
- refine the strategies that are in place to help parents complement and extend their children's learning at home.

### **Inspection activities**

- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working at the pre-school.

### **Inspector**

Teresa Lester

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the possible signs and symptoms of abuse, and know how to keep children safe from extreme views and behaviours. They attend regular team meetings and training opportunities, to keep up to date with current legislation. The management team follows rigorous recruitment and induction procedures, to help ensure that all staff and committee members are suitable for their role. Staff work very well together, they reflect on the strengths of the provision and areas for improvement. The views of parents and children are regularly sought and used to inform further developments. Parents express how much their children love attending the pre-school.

### Quality of teaching, learning and assessment is good

Staff plan well to ensure that children are provided with opportunities to build on what they already know. Children's next steps are clearly identified and shared with the team, so everyone is focused on helping children to move forward in their learning. Children thoroughly enjoy playing imaginatively in the role play area, and happily involve staff in their play. Staff offer good support to children and encourage their language and social skills well. They build on children's interests successfully. For example, they encourage them to use factual books to find out information about the natural environment and animal life. Children delight in using magnifying glasses to look closely at insects. Children who have special educational needs and/or disabilities, benefit from established partnerships with external professionals to support their individual needs.

### Personal development, behaviour and welfare are good

Children's health and physical development are promoted effectively. Staff plan a range of stimulating activities that supports children's physical development. Children enjoy playing ball games, taking part in action rhymes and using large equipment to climb, balance and jump. Staff promote good hygiene procedures and encourage children to eat healthy snacks. They engage children in conversations about their food and the benefits of eating a balanced diet. Staff are positive role models for children. Children behave well, build early friendships and play collaboratively. They gain a good understanding of differences in society. For example, they take part in activities that help them to learn about different cultures and traditions.

### Outcomes for children are good

All children progress well across all areas of their learning and development. They are developing the skills they need for their future learning, and in readiness for school. Children have good levels of self-esteem. They confidently speak with visitors and interact and play alongside each other. Older children develop pencil control and they eagerly describe the pictures that they draw. They are learning that letters represent sounds and they recognise their own written name. Children count confidently as they play and name different shapes in the environment. They are developing good physical skills and negotiate space well.

## Setting details

<b>Unique reference number</b>	206835
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1103127
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Overseal Pre-school Committee
<b>Registered person unique reference number</b>	RP911118
<b>Date of previous inspection</b>	15 December 2014
<b>Telephone number</b>	07989 352019

Overseal Pre-School registered in 1980. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and one at level 5. The pre-school opens during term time only. Sessions are from 9.15am until 12.15pm, Monday to Friday, and 1pm until 3.30pm Monday, Wednesday, Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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