

Inspection of Overseal Pre-School

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

Inspection date: 11 December 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are keen to join in with all of the activities at the pre-school. The strong teaching sustains children's engagement and helps them to develop their knowledge, understanding and skills.

Staff carefully consider the resources available to support children's self-chosen play and interests and to extend their learning. Children thoroughly enjoy playing with the small-world animals. They become engrossed in conversations with staff about the features of giraffes. The children look at reference books with staff to learn more information, such as the way giraffes walk and how the pattern on their coat is reticulated. Their high level of engagement continues as they then compare the features of other animals.

Children's behaviour is exemplary. They are very kind and considerate to each other. For example, they check that a child is okay when they have tripped. Staff are excellent role models in the positive way they interact with each other and the children. Their passion for their work is evident in the interest they show each and every child and how they talk about the children, describing it as a 'pleasure' to work with them.

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

- Staff have made good use of professional development opportunities to develop a clear and ambitious curriculum for all children. They have also received training to support their interactions with children. Staff skilfully decide when it is appropriate to interact with children's self-chosen play or when to allow children to lead their own play. Children relish the company of staff and often invite them into their play. Staff ensure that in their interactions with children they are giving them time to contribute, while sharing new knowledge and broadening their vocabulary.
- Staff use every routine and activity throughout the session to support children's learning. For example, at snack time, staff talk about the different shapes of the food. As the children comment on the strong sunlight coming through the window, staff discuss shade and shadows. Children develop their independence as they get their own crockery, serve themselves and tidy away afterwards. Most of the time, staff give children appropriate challenge to build on what they already know and can do. However, occasionally, this is less effective. For example, staff fasten children's coats or help them into a dressing-up outfit rather than encouraging them to try for themselves.
- The manager has improved the arrangements for the supervision of staff and is regularly checking on their knowledge and understanding of subjects such as child protection. Staff attend training that supports their roles or responsibilities,

such as the special educational needs coordinator (SENCo). However, although staff observe each other's practice, this is not being used to identify what additional support they may need to continue to drive improvements to the quality of teaching.

- Children clearly understand what is expected of them, such as when it is time to tidy away. They act in a safe and considerate manner when engaging in physical play. The children wait their turn to climb onto the bench and check that the mat is clear before jumping. Children demonstrate that they feel secure enough to take managed risks, such as attempting to walk along the balancing track.
- The support for children with special educational needs and/or disabilities (SEND) is very effective. The SENCo focuses on the needs of each child to ensure that they make the best possible progress and is determined that they will not be restricted by a diagnosis. The SENCo works closely with parents and carers, who say that they feel very well supported. Staff give very good support so that all children are included in all activities.
- Parents and carers enthuse about the welcoming environment and give many examples of the progress their children have made while attending the pre-school. They value the information they receive about the variety of activities. However, staff do not always check that parents and carers know what specifically it is that their child is learning next so that they can provide consistency of support.

Safeguarding

The arrangements for safeguarding are effective.

Staff maintain vigilance in supervising children to ensure their safety. They position themselves throughout the hall during the session and carefully monitor the arrival and collection of children. All staff demonstrate a thorough understanding of their role in safeguarding children with regards to child protection. Staff have recently received training which enables them to recognise different types of abuse and understand what steps they would need to take to ensure children's safety. Staff have developed clear rules for when children use large play equipment. They ensure that the toys do not hinder children's ability to move around during free play.

What does the setting need to do to improve?

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

- strengthen the supervision of staff to provide children with the highest levels of challenge to help them to make even better progress
- develop further the partnership with parents and carers to inform them of what their children are learning next so that they can provide consistent support.

Setting details

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| Unique reference number | 206835 |
| Local authority | Derbyshire |
| Inspection number | 10304759 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 26 |
| Number of children on roll | 14 |
| Name of registered person | Overseal Pre-school Committee |
| Registered person unique reference number | RP911118 |
| Telephone number | 07989 352019 |
| Date of previous inspection | 4 July 2023 |

Information about this early years setting

Overseal Pre-School registered in 1993 and is based in Swadlincote, Derbyshire. The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, and two hold qualifications at level 3. The pre-school is open during term time only. On Tuesday and Thursday, sessions are from 9am to midday, and on Monday, Wednesday and Friday, sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Justine Ellaway

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector had a learning walk together and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector looked at relevant documentation.

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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