

# Queniborough Pre-School Partnership

Inspection report for early years provision

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| <b>Unique reference number</b> | 226290   |
| <b>Inspection date</b>         | 08/06/2011   |
| <b>Inspector</b>               | Andrew Clark   |
| <b>Setting address</b>         | Queniborough Village Hall, Rearsby Road, Leicester,<br>Leicestershire, LE7 3DH |
| <b>Telephone number</b>        | 07743243325  |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | Childcare on non-domestic premises   |

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Queniborough Pre-School Partnership was registered in 1997 and is run by a committee. The setting operates from a large hall and associated facilities in Queniborough Village Hall, Leicester. Children have access to a secure, enclosed, outdoor play area.

A maximum of 34 children in the early years age range may attend the setting at any one time. The setting currently takes children from two to four years of age. There are currently 51 children on roll, who are all within the early years age range. The setting is in receipt of funding for early education places. It is open Monday to Friday from 9am to 12.50pm term time only. The setting is registered by Ofsted on the Early Years Register. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are ten members of staff who work directly with the children. Of these, three hold relevant early years qualifications. The manager holds a degree and the two deputy managers hold relevant qualifications at level 3. One member of staff is working towards a qualification at level 3. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Queniborough Pre-School Partnership is an inclusive setting where all children make suitable progress in their learning and development. Children are happy and busy throughout the sessions. Outcomes for children are satisfactory overall and healthy lifestyles are promoted well. The new manager and her staff are enthusiastic and have established good relationships with parents and carers. However, there are too few staff with early years qualifications as outlined by the Early Years Foundation Stage framework. Procedures to systematically evaluate and develop the quality of provision are in place but not fully embedded and, as a result, the setting has a satisfactory capacity for continuous improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- demonstrate to Ofsted that at least half of all childcare staff hold a full and relevant qualification at level 2 or above. (Suitable people) 03/08/2011

To further improve the early years provision the registered person should:

- extend further self-evaluation systems to take into account the views of all staff
- extend the use of observations and assessments of children's progress to ensure consistent practice in planning for their next steps
- increase opportunities for children to use information and communication technology resources and programmable toys in activities to extend their learning.

## **The effectiveness of leadership and management of the early years provision**

Procedures for safeguarding and to ensure all staff are suitable to work with children are satisfactory. The setting has recruitment and vetting procedures in place and the staff are enthusiastic and work well together. However, largely due to recent staff changes, there are currently not enough staff with at least a level 2 qualification in early years. Although several of the unqualified staff members are very knowledgeable and have nearly completed relevant training, the current level of staff's qualifications is not in line with the Early Years Statutory framework. The setting has up to date policies and procedures to monitor children's safety throughout the sessions and children's welfare is promoted well. There are suitable procedures for the administration of medication and the recording of accidents and injuries. Risk assessments are completed and staff understand their roles in keeping children safe.

The new manager has identified a clear action plan for improvement, which is successfully impacting on children's outcomes in several aspects. However, systems to ensure all staff work collaboratively within the setting to share knowledge, question practice and test new ideas is less well established. This limits the pace of improvement and the clarity of future plans for action. The promotion of equality and diversity is satisfactory. The setting welcomes children with special educational needs and/or disabilities and has positive links with specialist support services to promote their development.

Parents and carers are proud of the setting. They find staff approachable and caring. They feel involved in their children's learning and can express their views through questionnaires and parents' meetings. Good use of display boards, home diaries and displays of children's work ensure that parents and carers are regularly informed about children's progress and daily issues. The new manager is effectively developing parents' understanding of the Early Years Foundation Stage framework, in order to allow them to complement children's learning at home. Links with other providers and the local authority are developing and have had a positive impact on staff's safeguarding knowledge and have improved some aspects of resources.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy their time in the setting. Staff quickly establish good relationships with children in their care and manage behaviour well. The staff use good procedures to raise children's self-esteem. For example, staff interact with children well during the fun key person time at the start of sessions and make all those who attend feel valued. Children are well mannered and relate well to others. There has been a strong drive to improve children's independence. As a result, children grow in confidence and make a good positive contribution. Staff monitor children's progress through regular observations. However, the use of information from observations and assessments to plan for children's next steps in their learning is less well established. As a result, children make satisfactory progress overall.

Staff provide a good range of healthy snacks and make sure food meets children's dietary and medical needs. Children contribute to preparing their own meals and have a good knowledge of nutrition. Snack times are social occasions, where good hygiene is emphasised. This is an improvement since the last inspection. Water is freely available at all times, ensuring children remain hydrated. Children's physical development is promoted well through 'baby boogie' dance sessions, a wide range of climbing equipment indoors and out, and vehicles to pedal and push.

Children feel suitably safe and understand safe and unsafe situations. They respond well to clear rules and guidance. There is a sound range of resources and activities on offer to promote children's early literacy and numeracy skills. For example, children compare heights of construction equipment and match patterns. They learn to identify the letters in their name through matching cards at snack times and when painting and drawing. Staff question children and this helps deepen their learning and stimulates their curiosity. Children participate in tidying up and organising their own resources. However, there are limited resources to develop children's experience of modern technologies and build their future learning skills. The setting promotes positive images of different cultures and children celebrate different religious and cultural festivals, such as Chinese New Year and the Nativity. Attractive role play areas and dressing-up activities, such as a large den and home corner, contribute to children's learning. There are quiet areas for children to sit and relax and a good range of books to treasure. Overall, children are learning satisfactory skills which will help them in their future education.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 3 |

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