

Leaps & Bounds Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

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Description of the setting

Leaps & Bounds Pre-school, is owned by a partnership and was registered under new ownership in 2011. It operates from Chapel Gatehouse in the middle of Evesham town centre. The pre-school serves the local area and has strong links with two local schools. There is a fully enclosed area available for outdoor play. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 3pm. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register. A maximum of 20 children may attend the pre-school at any one time. There are currently 37 children on roll of whom 23 children receive funding. The pre-school employs six members of child care staff. Of these five hold appropriate early years qualifications at level 3. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a lovely time at this thriving pre-school with friendly owners who are committed to ensuring a stimulating and welcoming environment is provided. Children make good progress in their learning, however there is some inconsistency in the processes of planning, assessments and identifying of children's individual next steps in their learning. Children's care and developmental needs are well met, in particular for children with additional needs, including good relationships with other professionals. All statutory welfare requirements of the Early Years Foundation Stage are in place. Parents are well informed about activities at the nursery and their child's progress. The new owners have made significant changes to the pre-school showing a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- improve systems for planning and undertaking assessments, identifying individual children's interests and next steps in all areas of their learning and share with parents.

The effectiveness of leadership and management of the early years provision

Staff give children's welfare their paramount concern and provide advice and support to parents when needed. Children are kept safe as they are cared for in a safe and secure environment with thorough daily risk assessments in place. Suitable recruitment procedures are in place and all staff have or are in the process of having Criminal Records Bureau checks to ensure they are suitable to work with children. Staff have undertaken or are in the process of having training

to keep up to date with safeguarding procedures. Additional staff are being employed to improve support and supervision with the pre-school operating in two rooms. Appropriate routines, forms and procedures are in place to ensure a clean environment and children's health care needs are well met.

Effective new policies have been implemented and procedures are being updated to ensure staff are able to undertake thorough assessments following the increase in the number of children attending. This will further support their identification of children's next steps in learning. Staff provide a wide range of resources and activities across all areas of learning which are easily accessible at one time. Experienced staff support children well to ensure their learning is extended, sometimes through planned small group activities to meet individual learning needs.

The new owners encourage reflective practice and have improved the environment through decoration, better use of space, display boards and new high quality resources, in particular toys to promote learning of numbers and mathematical concepts. Staff act on the advice from other professionals, in particular for children with additional needs. All staff and parents contribute their views through questionnaires on what can be improved. The development plan includes events to involve parents further, review the planning process and more training and support for staff.

Parents are well informed as they receive newsletters about topics, termly reports and sharing of 'learning journeys'. They enjoy attending events such as the Christmas service and the leavers' graduation. Parents comment on how friendly the staff are and how happy the children are. Parents are increasingly asked to share information such as their child's milestones with staff to develop close working relationship and ensure children's needs are being met. Children enjoy taking home a daily story for their parents to read with them. Staff also prepare children well for school through their good involvement with teachers.

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

Children are very happy and form close friendships as they play very well together. They develop their imaginations as they pretend to be doctors checking their friends' babies over, making tea for others and dressing up in princess outfits. Children have good opportunities to become engrossed in their play, they show good concentration playing with the bricks, jigsaws, sand and water. Staff support children well when playing with memory games and number activities: asking questions such as which has more and less. Children show a good appreciation of books as they independently access these themselves and tell their favourite stories. Children get involved at story and song time with good use of props where all children are included. Children develop their confidence and speaking skills as they share news about family members' birthdays during circle time. Staff support children well as they learn their phonics in preparation for reading. Children develop good mark-making and handwriting skills. They take pride in their

individual creative books, as they colour and draw pictures, for example, of real fruit. Good fine motor skills are also promoted as children access the computer and develop their technological skills with support. These skills will help children in their future lives. The children attend local school events and visits from the teachers ensure children are well prepared for school.

Children learn about the wider social world through celebrating different festivals and charity events. New books help children to understand about respecting each other. Children are making good progress in their behaviour as they respond well to being kept busy in a stimulating environment. With encouragement they are learning good manners. Children know the good listening rules as they are reinforced regularly with staff at circle time. Children take pride in receiving stickers for their achievements such as neat colouring. Parents comment on the progress children make in their independence skills, for example, when putting on their coats. Children access the toilet themselves and sometimes older children learn to pour their own drinks. Children take responsibility such as tidying away their bowls and cups after snack time.

Children learn to keep themselves safe when playing as they are reminded not to run between rooms. Children have exciting ways to learn about road safety with visits from the police and pretend roadways with vehicles in the outdoor area. Increased fire drills are ensuring all children and staff are familiar with emergency evacuation. Children feel safe as they form good relationships with a consistent staff group and begin to share their views about what they want to play with.

Children have good routines with regular hand washing and learn about the importance of good hygiene. Children benefit from fresh air as there is free flow for much of the time into the courtyard for physical activities and creative activities. They develop their physical skills on a growing range of equipment to promote their balance and climbing skills. Staff strive to promote healthy eating through a wide range of activities. Children try different foods and read related story books and staff set a good example for healthy lunch boxes. Children sit and eat nutritious snacks and enjoy the social occasion of eating together with staff.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

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