

# The Pre-School Group

Inspection report for early years provision

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258305

**Inspection date**

12/01/2012

**Inspector**

K.A. Bryan

**Setting address**

St Philip's Church Hall, Evington Road, Leicester, LE2 1QJ

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**Type of setting**

Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

The Pre-School Group opened in 1994 and is a registered charity. It operates from St Philip's Church Hall in the Evington area of Leicester serving the local community. Children are based in the main hall, with use of the entrance lounge and meeting room as needed and with access to the garden of a neighbouring community group for outdoor activities. The pre-school opens from Monday to Friday during school terms, opening from 9am to 12noon and from 12.30pm to 3.30pm. Children attend for a variety of sessions.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 26 children from the age of two years to under the age of eight years, all of whom may be in the early years age range at any one time. It receives funding to provide nursery education to children aged three- and four-years-old. There are currently 41 children on roll, all in the early years age range. This includes children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six childcare staff. Of these, five hold recognised early years qualifications at level 3 and one at level 2. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well supported by enthusiastic staff who know them well as individuals. Consequently, they are happy and motivated to learn. Positive working relationships with parents and others involved in their care ensure children's changing needs are always consistently met. Children make generally good progress in all areas of learning and quality resources support a wide range of activities. Most required policies and procedures are in place and are used well to offer an inclusive and welcoming service. Self-evaluation is used effectively to reflect on practice and the new manager demonstrates a positive attitude towards continuous improvement.

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

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

- develop further opportunities for children to extend their physical development in the outdoor play area
- develop observations so that the next steps in children's learning are identified
- improve systems so that staff understand they must declare all changes to

circumstances which may affect their suitability to work with children.

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

Staff have a good understanding of their duties regarding child protection and all have attended safeguarding training. This means that they are clear about reporting procedures and a policy is in place which is shared with parents. Recruitment procedures are generally robust, although, staff associations are not routinely checked to maximise these procedures. Staff have a good awareness of how to make the environment safe for children and risk assessments underpin practice. Children learn how to keep themselves safe because staff talk to them about not running indoors and not talking to strangers when they are outside. A good range of measures are in place to further enhance safety and children benefit from good levels of staff supervision and attention.

The manager and staff strive to improve practice as they monitor and evaluate standards and they use self-evaluation well to identify areas for development. Actions and recommendations made at the last inspection have been fully addressed and have had a positive effect on children's welfare, for example, all staff are now appropriately cleared. A positive equality and diversity policy underpins a commitment to promoting inclusive practice and this ensures all children achieve, as well as they can. Effective working with external agencies supports the inclusion of children with special educational needs and/or disabilities and ensures their needs are met.

Partnerships with other settings are well established. Staff work positively with parents to ensure they are well informed about their children's progress. Parents have access to a good range of operational policies and procedures. They have also completed questionnaires, which allows them to comment on the setting. Staff have responded positively to these, for example, by making parents more aware of the role of the key worker. Parents are encouraged to be involved in children's learning by completing forms about their achievements and by using book bags, which children take home. Parents spoke with expressed positive comments about the setting and their children's progress and were pleased that they could stay to settle their children in.

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

Staff have a good understanding of the Early Years Foundation Stage, which means they can plan a wide range of activities, so that children learn through play. Each child has a 'learning journey', which shows their achievements and observations are in place across all areas of learning. However, the next step in learning has not been identified, which means that children may not progress, as well as possible.

The group is well resourced and the room is used effectively to provide children

with opportunities for free-flow between activities, such as, the home corner, book area and computer table. This also promotes their confidence well as they explore their environment. Most resources are easily accessible at children's height and are labelled, which means that they enjoy a print rich environment. This promotes their familiarity with words. Children eagerly practise early writing skills as they make marks and enjoy making pictures using materials, which they glue. A cushioned area encourages children to look at books. Young children enjoy time there with staff as they look at books with different textures, which helps them to use their senses. This also helps to promote their vocabulary as they learn words, such as 'shiny'.

Children are learning about the natural world well as they grow flowers and look for bugs in the garden. They are also learning about the wider environment and recycling as they make musical instruments from discarded plastic bottles and rice. Children enjoy physical activities indoors and squeal with delight as they sit under a parachute that staff raise and lower over them. Staff also use this opportunity to familiarise children with positional language, such as up and down. However, outdoor play is not used effectively to ensure all children have a challenging experience which progresses their learning.

Children behave well and happily work alongside each other as they create displays to acknowledge a range of festivals. Other activities, such as making Diva lamps and Rangoli patterns, help children to respect their own and other cultures and learn about the wider world. Staff have a wide range of language skills, which also helps children with English as an additional language to settle and feel included. Children understand simple rules, such as sharing and respond well as staff remind them of this throughout the session. Rules are also displayed in a pictorial form, which helps children understand what is expected of them and lots of praise for achievements promotes their self-esteem well.

Children have a secure understanding of good hygiene procedures as they routinely wash their hands and understand why they do this. Children learn about healthy eating as they enjoy apples and bananas at the 'Snack Bar'. This also encourages their independence as they learn to recognise their own needs. Staff sit with children and the occasion is used to promote children's language skills as they learn about healthy options and share experiences. Children show a good attitude to learning and persevere at tasks, for example, as they put on dressing-up clothes and get ready for outdoor play. Consequently, children are developing good skills to build on for the future.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met