

# Lively Learners Pre-School

Measham C of E Primary School, Bosworth Road, Measham, SWADLINCOTE, Derbyshire, DE12 7LG

## Inspection date

Previous inspection date

30/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

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

2

## The quality and standards of the early years provision

### This provision is good

- The pre-school is extremely welcoming and staff have a warm and loving relationship with the children, which means that they are happy and feel safe. Staff encourage children to be healthy and well behaved.
- The successful implementation of the key person system enhances the relationship with children and their families. Children develop secure, trusting relationships with their key person and other staff. Strong partnerships with parents ensures that children receive support and continuity in their care, learning and development.
- The pre-school is led and managed very effectively. The managers strive for continuous improvement of the provision.

### It is not yet outstanding because

- Staff do not always maximise opportunities to further develop children's very good growing independence skills. This is with regard to enabling children to pour their own drinks and prepare and serve their own snack, as well as allowing them to decide for themselves when they want to play inside or outside.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the children playing indoors and outdoors in the school playground.  
The inspector took account of the views of parents spoken to on the day and through written information included in the children's learning journals and in a recent survey.
- The inspector looked at a selection of policies, planning documents, photographs, children's records and their learning journals.
- The inspector spoke with the joint managers, another staff member and the children throughout the inspection.
- The inspector conducted a joint observation with one of the managers.

## Inspector

Cathryn Wilkinson

## Full report

### Information about the setting

Lively Learners Pre-School is privately owned and was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the grounds of Measham Church of England Primary School in Measham, Leicestershire. The pre-school serves the local area and is accessible to all children. It operates from a mobile classroom and there is an enclosed area available for outdoor play.

The pre-school currently employs four members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 and 3, including one with Early Years Professional Status.

The pre-school opens Monday to Friday during term time. Sessions are from 8.30am until 11.30am and from 12 noon until 3pm. Children attend for a variety of sessions, including an optional lunch club and full day care. The pre-school provides funded early education for two-, three- and four-year-olds.

### What the setting needs to do to improve further

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

- support children's growing independence and decision-making skills by allowing them to pour their own drinks and prepare and serve their own food, and providing them with the choice of when they wish to play indoors and outdoors.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are excited and enthusiastic about being at pre-school and enjoy a wide variety of activities each day that encourage their natural curiosity to learn and explore. Staff enjoy listening and talking to the children and continually ask them questions. As a result, children's communication, language and thinking skills are promoted very well. Children enjoy taking the 'talk box' home. This consists of a soft toy and related storybook for families to read, play and talk about together. Photographs are often taken of their activities together and then shared when they return to pre-school. Staff have a positive impact on children's learning and development, and children are starting to make good progress in relation to their starting points and ability, the length of time they have been at pre-school and how often they attend. Staff build on the useful information gathered from parents about care and learning. The key person carries out initial assessments of children on entry through observing them at play during their first weeks. Photographs of the children playing and learning enhance the observations. All of this information enables

the key person to set children's next step in learning and plan for it. The pre-school assessment arrangements are designed to reflect the requirements of the local council tracking systems, while incorporating their own ideas into this system. Summarised progress is shared with parents and becomes part of the children's learning journal. The children are extremely proud of their journals and can access them independently. They enjoy sharing them with the inspector and telling her about their learning.

Children enjoy an interesting range of experiences which engage and challenge them. These are often photographed to share with families and explain what learning is taking place. The children relish the opportunity they have each day to take their learning outdoors. They have direct access from the main playroom to an enclosed garden where they can dig and plant, climb or sit on a range of large logs in a bark area and explore a sensory wall. Children's physical development is enhanced as they have opportunities to play on the large school playground, where they run and chase each other, making up games. They pedal bicycles and tractors. The inspector observes a child skilfully negotiating the space on a scooter along the full length of the playground. However, although children are provided with daily outside play experiences, they have yet to be provided with opportunities to make their own decision about when they want to play inside or outside.

The main play area is organised to support the different areas of learning and to support the different ages of the children. Children have access to a wealth of quality resources which are thoughtfully stored, allowing children independence to access them. A cosy corner offers a space for children to relax or read books. They enjoy painting as they learn about the Chinese New Year when they use stencils of dragons and lanterns and marvel at the impressions they can make on the paper. Opportunities for learning are planned but can be spontaneous or part of everyday routines, such as getting ready for outdoor play by putting coats and shoes on. The curriculum is enhanced by such experiences as inviting the police to talk to the children as part of learning about people who help us, trips to the local park and a small group of children visiting the shops to purchase a gardening magazine to support the garden centre role play. Children enjoy singing and listening to stories together in a group. They learn number names, and an exciting game focusing on letter sounds supports children in readiness for school. Parents tell the inspector they think the system of indoor and outdoor footwear is good because this is in place in school. They are very enthusiastic about the golden balloon that is rewarded to children for a variety of achievements, which is also part of the school's celebration for children. Parents see this as a seamless transition from pre-school to school.

### **The contribution of the early years provision to the well-being of children**

All staff aim to provide a relaxed and welcoming environment for children and their parents. Children form appropriate bonds and emotional attachments with staff, especially their key person. Regular communication with their child's key person enables the pre-school to plan for and record children's progress, supporting them to flourish. Included in the children's learning journal files is a page all about their key person, which includes their photograph and interesting information about them. However, in practice all staff know all the children and their families very well. Parents are pleased with the support

staff give them on such issues as behaviour and toilet training, working together in partnership for the best outcomes for the children. Parents provide a wide range of personal information about their individual child, which supports them as they join the pre-school. The warm welcome that is extended to children and their parents each day provides children with an easy transition from their parents' care. At the end of the sessions, information is shared, issues are addressed and time is given for children to be collected. Because the pre-school has only recently opened it means that school transition has not directly taken place. However, the children have been invited to have weekly short taster sessions in the school, and this will ensure they are well prepared for their next stage in learning. The children who attend another pre-school setting have sharing information systems in place to support their well-being.

Staff are quick to praise and build self-esteem, and as a result, children are developing self-confidence to participate in and experience a wide range of learning activities. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the pre-school. A child said to the inspector that he was using his 'indoor voice.' He further explained that 'this is what you do at pre-school'. The rules of the pre-school are displayed in pictures for the children to understand, and excellent behaviour is observed. Staff continually promote positive behaviour. This is an inclusive pre-school and good support is given to children who speak English as an additional language. Children learn to make a positive contribution to the pre-school, for example, tidying away after themselves both at mealtimes and play times. Part way through the sessions the children enjoy a healthy snack, such as fruit with milk or water, and they also bring their own water bottles for access to drinks throughout the sessions. However, while children are encouraged to develop independence in some areas, like toileting, dressing and hand washing, their growing independence and decision-making skills are not maximised in other areas. For example at snack time children are not always provided with opportunities to pour their own drinks, butter their own crackers and prepare and serve the fruit to further enhance their independence skills.

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

Leadership and management are very good because there is a strong commitment to providing a high quality provision for all children. The joint managers have a shared vision for the pre-school and work well together. They have a very clear understanding of their responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. In the short time that the pre-school has been open they have worked hard to ensure they are offering a quality service. The managers reflect on the way they plan for the children and monitor assessments for all children, making sure records are up to date. This means that the pre-school offers a broad range of experiences to help the children to progress towards the early learning goals. Managers understand their overall responsibility and ensure safeguarding and welfare requirements are implemented, keeping up to date with this training. Parents are advised of the pre-school's policy and have further information on a noticeboard.

Children's safety is given very high priority as managers routinely review risk assessments.

Children show they feel safe and secure as they move around the environment, taking care to walk carefully, but with confidence, down the steps to the garden and the school playground. Robust systems are in place to appoint practitioners who will support the ethos of the pre-school and are suitable to work with children. A system of induction, weekly meetings and appraisals, which include questionnaires for staff, are now becoming embedded in management practice. This ensures that staff feel valued and supported. Staff are enthusiastic and their passion for their work is evident in their daily interventions with the children, and they keen to share their achievements with the inspector. For example, one staff member has produced a display of photographs of children playing and has linked these to the Early Years Foundation Stage, which allows the parents to have a better understanding of how the curriculum works in practice. The managers place an emphasis on continuous professional development and attend a wide range of training events to improve their practice.

Partnership with parents is a strength of the pre-school. Parents appreciate the open-door policy and the different ways of communication offered to them. This includes access to a social media site, giving them opportunities to view photographs of the activities their children are enjoying, newsletters, daily face-to-face contact with their key person and a noticeboard used to share daily news from the pre-school. Summaries of progress are written and shared with parents at parents' evening. This gives them the opportunity to complement learning at home and to work together. Parents spoken to are very complimentary about the pre-school, expressing a high regard for the staff and their provision. One parent said how excited her child was to come to pre-school and she had noticed a big improvement in her development. Another said that her son loves to sing the songs he has learned on his way home.

The pre-school has promoted excellent partnership working with the school on site. They can play in the large outdoor space which includes a playground and field edged with mature trees, giving them opportunities to play imaginative games, such as a 'bear hunt'. The pre-school is invited to join the school for special assemblies, and looks forward to weekly opportunities for transition sessions for children starting school in the summer term. Links have been made with other settings that some children attend and include a sharing sheet where staff can identify children's strengths and favourite activities. Partnership working with other professionals is effective and supports children who need additional input to make good progress in their learning and development. This includes working with the family outreach worker from the local children's centre, speech and language therapists and support from the local authority. The managers have a clear vision for future improvements through evaluating their practice and taking account of parents' views through written surveys and acting on them.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY465950
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	931449
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Lively Learners Pre-School Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07817 803342

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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