

Anstey Early Learning Pre-School

St. Mary's Church Rooms, Church Lane, Anstey, LEICESTER, LE7 7AB

Inspection date

Previous inspection date

06/02/2014

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

- Children learn well in an enabling, well-resourced environment that fully promotes their independence and creativity.
- The pre-school is led and managed very effectively. The owner and manager strive for continuous improvement of the provision.
- The key person system is effective and enables children to form strong bonds and develop a strong sense of belonging.
- Children make good progress, their development is well-monitored and their next steps in learning accurately identified and well planned for.

It is not yet outstanding because

- Practitioners do not always provide parents with enough information to enable them to fully extend and enhance children's learning experiences at home should they wish to do so.
- There is scope to improve the educational programmes through visiting the local area and through inviting people to the pre-school to talk to the children about their interests or jobs.

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.

Inspection activities

- The inspector observed activities in the playroom and outside area.
- The inspector spoke with the provider, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, planning documents, children's records and their learning journals.
- The inspector took account of views of the parents spoken to on the day and written information included in the children's learning journal records.

Inspector

Cathryn Wilkinson

Full report

Information about the setting

Anstey Early Learning Pre-School was originally registered in 2012 and re-registered at new premises in 2013 on the Early Years Register. The pre-school serves the local area and is accessible to all children. It operates from the main hall within St. Mary's Church Rooms and there is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 including one with Qualified Teacher Status. The pre-school opens Monday to Friday during school term time. Sessions are from 9am until 1pm and on Tuesdays and Thursdays until 2.30pm. Children attend for a variety of sessions including an option of a lunch club. There are currently 51 children aged from two years to four years on roll. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the way that parents support their children's learning by suggesting activities that they might like to do at home with their children
- enhance children's learning experiences further by providing them with a variety of first hand opportunities to visit the local environment, such as shopping and visiting the library; and inviting people to talk to the children about their interests or jobs so that children have a broader knowledge of the diverse world they live in.

Inspection judgements

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

Practitioners at the pre-school have a good understanding of the learning and development requirements of the Early Years Foundation Stage and plan a very balanced educational programme linked to children's interests and their development. The children are invited to contribute to planning, for example, when the role play was recently being set up as a hairdresser's they discussed with practitioners which resources would be needed. Practitioners know all the children well and provide toys and resources that they enjoy but are also suitably challenging. Children make good progress in relation to their starting points and capabilities, the length of time they have been at the pre-school and how often they attend. Useful information is gathered about children's care and learning from parents before they start at the pre-school. Staff carry out initial assessments of children on entry to enable them to set children's next steps in learning. The pre-school has implemented the progress check at age two successfully and all related documentation is in place. As a result of the effective assessment and recording of

children's progress parents receive a clear picture of where their children are in their learning. Tracking systems in line with the early learning goals, recommended by the local authority, ensure gaps in learning are quickly identified and planned for. The children are extremely proud of their learning journals and can access them independently, sharing them with others. Many have photographs of their family members in, as well as those taken at the pre-school.

Children's communication and language development is promoted well throughout the pre-school. The practitioners play games with children that have been recommended in training sessions which further promote children's language skills, they set up cosy areas as a place to talk. Practitioners speak directly to children and skilfully question them to encourage their thinking and problem-solving skills. For example, they ask, 'How many pieces of orange have you got?' when they visit the cafe. Children learn to recognise their own name as they use name cards to place their belongings next to including when they have pictures they draw to take home. Throughout the year the children undertake many activities to help them begin to understand the diverse world in which they live in. For example they take part in activities to raise their awareness of the celebration of Diwali and the Chinese New Year and they raise money to help towards children who are less fortunate than themselves. However, opportunities are missed to enhance the educational programme by such activities as visiting local venues, for example, the shops to purchase ingredients for cooking or the library to borrow books. In addition, staff do not currently invite people, such as the police and health professionals to explain their jobs to the children. That said, children are well prepared for school life as they organise themselves effectively in activities, such as snack time and sit and listen well in larger group situations, for example, when a story is read by a practitioner before they go home.

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

Children play in warm welcoming surroundings which are well organised to promote learning. They move freely from activity to activity, independently choosing resources which are easily accessible to them. A key person system is effective with strong attachments forming between staff, children and their families and promoting good levels of well-being. Children are proud of their achievements and practitioners recognise their efforts by continually praising them, for example, a child who balances successfully across outdoor equipment she smiles at him saying, 'wow, well done.' Special events in children's lives, such as birthdays are celebrated at the pre-school, which gives the children a sense of belonging. In addition they complete written and photographic records of their birthday with their families and this is included in their learning journey records to share with their friends. A further example is when they take home, Walter, a soft toy and look after him at their home. They read him a story book, clean his teeth and record his adventures in a diary sometimes including photographs before returning him to pre-school. Children are very well behaved and respond to encouragement from staff to share and take turns playing with resources and in activities. They are aware of the rules and tell the inspector, 'no running because you may slip, don't forget your manners and say please and thank you.' They show familiarity with routines, taking responsibility as they tidy away resources enthusiastically such as after visiting the caf for their snack.

Children are given good opportunities to develop their independence and recognise their own needs ready for starting school. For example, they get their own drinks ready and prepare fruit for sharing at the cafe they are encouraged to put on their coats and boots as they prepare to play outdoors. They are given many opportunities throughout the session to recognise their name on name cards, including self-registration and finding their name on their coat peg. Transition arrangements are already in place with local schools and the manager is in the process of preparing a photographic book to help familiarise the children with places that they will be learning in. Good relationships with other settings children attend is starting to be shared ensuring all parties work together to meet the children's ongoing needs. Children spend time in the fresh air through daily outdoor play. An enclosed outdoor area has been developed with easy access from the main play room. Children have a host of opportunities to make independent choices of resources such as climbing and balancing; making marks with chalks on upright boards or on the floor. Others make a den and the practitioner plays alongside showing how to write shopping lists. Children enjoy exploring how sounds can change as they play with wooden spoons and a variety of sizes of metal pans. Children are provided with a safe environment in which to play and gain an understanding of how to keep themselves safe through routine procedures, such as fire drills.

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. All practitioners convey a genuine enthusiasm and passion for their work and this is evident in their daily interventions with the children. They have a good understanding of local safeguarding procedures and know how to identify and report concerns that they may have about children in their care. Parents are advised of the setting's safeguarding policy and have further information provided on a notice board. Information needed to support children's welfare is sought at the time of registration. This includes medical history, allergies and known health needs as well as likes and dislikes. Regular training is attended by staff to support children's individual needs and family backgrounds, to ensure that they are fully promoted. Effective recruitment procedures are in place which means that only those suitable to work with children are appointed. Practitioners are competently monitored, coached and supported by the management. A system of annual appraisals and regular supervision meetings is establishing ensuring practitioners feel valued and supported. Practitioners regularly sign a declaration regarding any changes in their circumstances, such as health issues to maintain ongoing suitability. Self-evaluation is becoming embedded ensuring that areas for improvement are realistic and will enhance children's experiences at pre-school. This takes into account the views of practitioners, parents and other professional agencies that work with the pre-school and there is a clear vision for the future.

Parents are warmly approached by practitioners on arrival and at collection time and a good exchange of information takes place about the children's day. Parents appreciate the different methods of communication offered by pre-school, including written progress report and verbal feedback. They learn about pre-school activities through newsletters and contribute to these by bringing in items from home. Parents comment positively about the

'lovely happy atmosphere.' They know their children are learning and developing as they look at their children's learning journals and read observations of their children and see photographs of them at play. A range of policies and procedures to support effective running of the setting are also shared with parents so that they are clear about the care provided. However, practitioners do not always encourage all parents to be actively involved with their child's learning at home. This means that children's learning is not always fully enhanced and maximised. Partnership working with other professionals is effective and supports children who need additional input to make good progress in their learning and development.

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

Unique reference number	EY463190
Local authority	Leicestershire
Inspection number	934458
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	51
Name of provider	Lisa Sterland
Date of previous inspection	not applicable
Telephone number	07904170196

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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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