

# Leaps & Bounds Pre-School



Chapel Gatehouse, Oat Street, Evesham, Worcestershire, WR11 4PT

## Inspection date

16 April 2015

Previous inspection date

10 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children flourish, grow in confidence and have fun at this welcoming pre-school. The providers and staff are approachable, kind and reassuring so that children soon settle. They calmly and positively help children to understand behaviour expectations and how to get on well together.
- The providers and staff carefully assess children's abilities and promptly identify any gaps in their learning. They work successfully with parents and, where appropriate, other agencies to effectively plan for children's future learning.
- Children make good progress in relation to their starting points and are helped to be effective learners in readiness for school. Staff promote children's choices and ideas, encourage their attentive listening, and develop their confidence to speak in different situations.
- Children are fully safeguarded. The providers and staff carefully check that children are safe and well. They recognise possible signs of abuse and neglect and know what action to take if they have any concerns about a child's welfare. They discreetly help parents to access a range of services available to families with young children.

### It is not yet outstanding because:

- Sometimes the use of music or other props hinders rather than enhances younger children's listening, attention and understanding during some routines or activities.
- Staff do not always make the best use of resources, equipment and space in outside areas to cater for younger children's individual learning styles and abilities.

## What the setting needs to do to improve further

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

- review how music is used to promote children's understanding of routines and changeover times and make better use of songs and rhymes to develop younger children's speech and vocabulary
- plan more effectively for two-year-old children's learning outdoors by making better use of space, equipment and resources to cater for their individual needs.

### Inspection activities

- The inspector observed activities in the two playrooms and the outdoor play areas.
- The inspector spoke to members of staff and children at appropriate times. She held meetings with the two providers who are also the managers.
- The inspector carried out a joint observation with one of the providers.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at and discussed the providers' plans for improvement.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the pre-school. She also looked at a range of other documentation, including policies and procedures.
- The inspector was accompanied by another colleague during the inspection.

### Inspector

Rachel Wyatt

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The providers and staff effectively assess and check children's progress. They use detailed assessments to highlight those aspects of children's communication skills they need to focus on if children have delayed speech or do not speak English. Staff successfully follow up children's interests and next steps for learning in their planning and teaching. For example, staff working with younger children organise activities linked to a favourite story. This also creates opportunities for staff to remind children about being kind. Staff interact well with children. They successfully use visual prompts and repeated words to help younger and less able speakers to understand and to develop their vocabulary. However, sometimes staff's use of music distracts rather than encourages younger children to join in songs or to help put away toys. Older children are increasingly confident, expressive speakers. They enjoy well-told stories and are beginning to identify some letters and sounds.

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

Children are happy and settled. They are warmly welcomed by staff when they arrive and soon settle to activities in the safe, comfortable and inviting surroundings. The providers and staff make sure children know what is happening next and calmly encourage their sharing, taking turns and being helpful. There is also a strong focus on fostering children's independence and confidence in readiness for their future learning, including starting school. Therefore, children are encouraged to put on their coats unaided, pour drinks at snack time and increasingly manage their personal care. Improvements to the organisation and layout of toys and activities indoors have really encouraged children to choose toys and to develop their own ideas for play. There is scope for the providers to review the planning and organisation of younger children's outdoor activities to better promote their purposeful and cooperative play.

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

The providers and staff successfully promote children's good progress, health and safety. They work well together to ensure children's care routines are well managed and sessions run smoothly. Staff are suitable, well qualified and their teaching is good as a result of effective recruitment, staff development and training procedures. The providers and staff accurately assess the quality of the pre-school's provision and successfully plan for improvement. For example, when comparing children's progress they noticed some gaps in the teaching of early mathematics. The staff have planned additional activities and resources to ensure children are now adept at recognising and using numbers, colours and shapes. There are positive relationships with parents who are well informed about their children's routines, activities and achievements. They welcome the staff's advice on ways to follow up their children's learning at home. Well-established links with local schools ensure children make smooth transitions into full-time education.

## Setting details

<b>Unique reference number</b>	EY425923
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	852632
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Sally Ann Powell and Lorraine Elizabeth Leahy Partnership
<b>Date of previous inspection</b>	10 November 2011
<b>Telephone number</b>	07714 308 169

Leaps & Bounds Pre-School was registered in 2011. The pre-school employs seven members of childcare staff, including the two providers. They all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. Support is provided for children with special educational needs and/or disabilities and children who speak English as an additional language.

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