

Caroline and Claire's Pre-School



Newtown Linford Village Hall, Main Street, Newtown Linford, LEICESTER, LE6 0AE

Inspection date

29 April 2015

Previous inspection date

2 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Children are provided with a wide range of activities that cover the areas of learning and are based on their interests.
- Staff are well qualified, and consequently, have a good understanding of how children learn. They teach in a variety of different ways, according to children's needs. Therefore, children make good progress in their learning and development.
- Children behave well. Clear routines and boundaries help children to feel safe and secure. They enter the setting enthusiastically, welcomed by caring and friendly staff.
- All staff know how to keep children safe. They understand how to protect children from possible harm or abuse. Risk assessments are undertaken in order to minimise hazards and prevent accidents.
- There are very strong partnerships with parents. Information is shared between parents and staff on a regular basis. Strategies to engage parents in their children's learning at home are good. Parents are extremely complimentary about the setting.
- The manager and staff are very enthusiastic and continually seek to improve the setting. Self-evaluation includes the views of everyone connected with the setting.

It is not yet outstanding because:

- On some occasions, older children do not have the chance to develop their own ideas and work out ways of doing things for themselves.
- Managers have not thought enough about the different ways they can maintain and develop the good quality of the provision, and in particular, the good-quality teaching that takes place.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their own ideas, be creative and solve problems, for example, by encouraging them to make links between ideas and work out their own ways of doing things
- maintain and develop the good quality of teaching, for example, by thinking about how staff can share their good practice with each other, and by regularly checking that staff training has a positive impact on children's progress.

Inspection activities

- The inspector observed activities in both rooms and in the outdoor area.
- The inspector looked at samples of the children's records and planning documentation. She also looked at policies and procedures to safeguard children's welfare and a range of other documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector spoke to staff throughout the inspection, and held a meeting with the manager and deputy manager.
- The inspector took account of the views of the parents spoken to on the day of the inspection.

Inspector

Dawn Robinson

Inspection findings

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

Staff ask parents about what their child can do and about their care needs during settling-in visits. This ensures children's individual needs are taken into account as soon as they start at the setting. Staff use ongoing observations of individual children to identify next steps in their learning. Parents are regularly informed about their child's progress, and are told about how they can help children to achieve their next steps in learning. They are actively encouraged to contribute to their child's learning journey. Older and younger children are taught in separate rooms for part of the session. This allows staff to provide activities more suited to their age and ability. For example, older children learn to listen carefully to different sounds and to link sounds to letters, in preparation for school. All children learn to recognise their names as they self-register. This develops their literacy skills. Children learn about the lifecycle of a butterfly. They watch live caterpillars develop, look at books and join in activities. Children make caterpillars using circle-shaped paper. However, they are not yet fully encouraged to develop their own creative ideas. For example, opportunities for children to select their own materials, cut out shapes or explore ways to join the materials are limited. As a result, children are not always challenged in their creativity and problem-solving skills.

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

Young children enjoy playing in the sand and catching bubbles outside. They play throw and catch with bean bags and small balls in the large hall, after packing away the equipment for lunch. As a result, children develop their physical skills. Children are taught to wash their hands before handling food or after playing in the garden. They are provided with a healthy snack, which they serve themselves. This develops children's understanding of good health and hygiene practices. At lunchtime children's name cards are placed on tables. After collecting their lunch boxes, they find their name card and sit in that place. Staff consider carefully where each mat is placed, to encourage children to talk with different friends each time. Health and safety policies are implemented effectively to keep children from harm.

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

There are good links with other providers. Children discuss photographs taken during visits by local teachers. This helps them to feel emotionally prepared for school. Staff check the progress of children, and the coverage of the areas of learning to make sure any gaps in learning are closing. Children with special educational needs and/or disabilities are effectively identified and supported. Staff use different ways of teaching to help children develop their communication and language skills. For example, children use Makaton, and staff have created areas to encourage children to communicate, using the skills learned at recent training. The manager provides appropriate supervision for staff.

Setting details

Unique reference number	EY331057
Local authority	Leicestershire
Inspection number	856973
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	37
Name of provider	Caroline Anne Brewster
Date of previous inspection	2 October 2009
Telephone number	0787 5687748

Caroline and Claire's Pre-School was registered in 2006. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds an early years qualification at level 2. The pre-school opens from Monday to Wednesday and on Fridays, term time only. Sessions are from 9am to 1pm. They provide funded early education for two-, three- and four-year-old children. The pre-school provides care for children with special educational needs and/or disabilities.

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