

Queniborough Pre-School Partnership



Queniborough Village Hall, Rearsby Road, Leicester, Leicestershire, LE7 3DH

Inspection date	5 June 2015
Previous inspection date	2 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 consistently good. Since the last inspection, there has been significant improvements in observation and assessment procedures. Staff effectively monitor children as they make good progress and develop the necessary skills to support their readiness for starting school.
- Staff build extremely warm relationships with children. The well-established key person system means that children develop secure attachments to dedicated members of staff. Consequently, children are emotionally secure and ready for their next steps in learning, including their move on to school.
- The outdoor learning environment is a particular strength of the setting. Children have access to a wide range of resources across all areas of learning. They learn to take risks in their play when they use their balancing and climbing skills.
- Parents are well informed of their child's progress through daily verbal feedback, sharing children's learning journals, parents' events and newsletters.
- There are effective procedures in place for the safe recruitment of new committee members and staff. This now includes accurately recording details of the checks that have been carried out to ensure their suitability. Ongoing suitability is checked through the use of staff appraisals and regular supervisions.

It is not yet outstanding because:

- Staff sometimes miss opportunities to further extend planned activities to encourage children to explore and investigate.
- The children do not have access to resources that can be used in a variety of ways to extend their chosen play experience.

What the setting needs to do to improve further

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

- enhance planned activities even further by providing children with even more opportunities to explore and investigate, for example, by providing reference books and resources, such as measuring equipment
- increase opportunities for children to extend their own play by providing them with more resources that can be used in a variety of ways.

Inspection activities

- The inspector observed children and staff both indoors and outside.
- The inspector engaged in discussions with staff at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector spoke to the chair of the committee.
- The inspector looked at documentation, including policies and procedures, risk assessments and children's learning journals.
- The inspector checked the suitability of staff and committee members who work with children.

Inspector

Tracy Hopkins

Inspection findings

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

The pre-school is calm and imaginative, and children freely select resources and engage in independent play. Staff undertake many regular and accurate observations, identifying children's next steps in their development. This is used as the focus for weekly planning of activities. However, planned activities are not always extended to maximise learning. For example, when children design pots and plant sunflowers, staff miss opportunities to extend this further. This is because resources, such as reference books and measuring equipment are not readily available. In addition, children are not always able to extend their own play experiences. For example, when children play with a train set, they are not able to add resources to enhance the activity and, consequently, their learning. That said, staff skilfully use spontaneous events to engage the children. When a ball gets stuck in the tree, the children are encouraged to problem solve and work together to find ways to get it out.

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

Children learn about healthy eating through discussions at snack and mealtimes. The snack menus offer a good choice of healthy options, with a range of prepared fresh fruits and vegetables, plus milk and water. Children behave very well, they know what staff expect of them because boundaries are consistently and sensitively applied. Staff constantly praise and encourage children. As a result, children grow in confidence and self-esteem. Older children are developing their independence as they learn to serve themselves at snack time. They pour their own drinks and help themselves to the selection of fresh fruit available. Staff help younger children as they attempt to achieve this. Children learn about safety through topics and activities. For example, visitors from the police come to talk to the children. Children are involved in routine activities to develop their understanding of safety, such as tidying the toys away.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the chair of the committee, manager and all staff. This means that children are safeguarded and well protected in the setting. All staff attend safeguarding training and procedures are discussed at the regular meetings, which continually enhances their knowledge. The committee and staff have reflected on their practice since the last inspection. They have worked extremely hard to meet the actions raised. The newly appointed deputy works alongside the manager to identify strengths and areas to improve. There are action plans in place which are reviewed regularly to ensure that progress is consistent and ongoing. Opportunities to observe each other's practice enable qualified staff to share their knowledge, helping unqualified staff members develop their skills. In addition, all staff have access to regular training opportunities to improve the quality of teaching.

Setting details

Unique reference number	226290
Local authority	Leicestershire
Inspection number	1006225
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	34
Number of children on roll	37
Name of provider	Queniborough Pre-School Partnership Committee
Date of previous inspection	2 February 2015
Telephone number	07743243325

Queniborough Pre-School Partnership was registered in 1997. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon, with an optional lunch club until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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