

# Heather Pre-School

Main Street, Heather, Coalville, Leicestershire, LE67 2QP



## Inspection date

11 June 2015

Previous inspection date

9 July 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</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		Requires improvement	3
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Ofsted has not been informed of a new member joining the management committee. This means that not all the necessary procedures for checking the suitability of the new committee member have been completed.
- Arrangements for checking on staff performance are not always used well enough to help staff build on and strengthen their good teaching practice.
- Set daily routines, such as whole group activity times, interrupt some younger children when they are engrossed in their play.

### It has the following strengths

- Staff work closely with parents, other professionals and the settings children move on to, so that children benefit from consistency in their care and learning. Consequently, all children, and particularly children with special educational needs and/or disabilities, make very good progress given their starting points and capabilities.
- Staff accurately assess children's achievements and abilities. They use this information to plan a wide range of activities that challenge children and arise from their individual interests. As a result, children are motivated and confident learners.
- Staff place high priority on supporting children's communication, social, literacy, and mathematical development. As a result, children are learning valuable skills that prepare them well for their next stages in learning and the eventual move to school.
- Staff have a thorough understanding of safeguarding and child protection. They attend safeguarding training and know the procedures to follow should they have concerns about a child's welfare.
- Managers are very experienced. They lead a dedicated staff team who are committed to improving children's attainment.

## What the setting needs to do to improve further

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

- develop further the systems of monitoring staff performance and focus sharply on the strengths and weaknesses of staff teaching practices, in order to further raise the overall quality of teaching.
- review and improve the organisation of daily routines, such as larger group activity times, so that the youngest children's play and interaction with their friends is not interrupted.

### Inspection activities

- The inspector observed children during activities, both indoors and outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection. She also held meetings with the manager, deputy manager, and nominated person of the pre-school.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability of committee members and evidence of the suitability and qualifications of staff working directly with the children.
- The inspector took account of the views of parents spoken to on the day and from information included in the pre-school's own parental survey.

### Inspector

Jacky Kirk

## Inspection findings

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

Staff have a good knowledge of how children learn and develop. Older children learn letter sounds in a fun and interactive way, while younger children participate in a range of action and rhyming songs. Children needing extra support with their speaking or social skills benefit from small-group teaching sessions. Older children concentrate well when taking part in-group times. However, the coming together for group times interrupts some younger children who are deeply involved in their own activities. Consequently, these children cannot complete their play as they wish to. Children use alphabet jigsaw pieces to spell their name and confidently use wipe boards and pens to draw shapes and letters. Children correctly say numbers in sequence as they count the number of children present. Children learn how to use information and communication technology resources as they play number games on electronic tablets and search for scores of their favourite football team.

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

Staff create a warm and welcoming environment where children are valued. A wealth of resources, both inside and outdoors, allows children to choose and easily select playthings for themselves. Children demonstrate good sportsmanship and physical skills as they eagerly cheer on their friends when practising Sports Day races. Staff give children clear explanations of why they should not run indoors and discuss the importance of wearing sunhats. Consequently, children develop a good understanding of how to keep themselves safe and healthy. Staff are consistent in their expectations of children. As a result, children are polite and behave well.

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

The provider has not made sure that Ofsted has been informed of changes to the management committee within required timescales. Although this is a breach of requirements, the potential risk to children's safety is reduced because all other steps have been taken to check the new committee member's suitability. For example, a Disclosure and Barring Service check has been carried out. In addition, the committee member does not work directly with or have unsupervised access to children. All other aspects of recruitment procedures are sound. Staff are well qualified and an effective programme of professional development allows staff to continuously improve their knowledge. For example, targeted training on speech, language and children's health requirements, help staff to meet children's individual specific care and learning needs. Effective monitoring systems ensure staff complete accurate learning assessments. As a result, children quickly receive any additional support they may require. Staff's practice is checked to ensure the quality remains consistent. However, managers do not use these checking processes as well as possible to help staff further raise the quality of their teaching. Managers seek the views of parents and staff. This helps them to identify the pre-school's strengths and areas for development.

## Setting details

<b>Unique reference number</b>	226208
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	866267
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Heather Pre-School Committee
<b>Date of previous inspection</b>	9 July 2010
<b>Telephone number</b>	07842834228

Heather Pre-School was registered in 1982 and is committee run. The pre-school opens Monday to Friday, during term time. Morning sessions are from 9am to 12 noon and afternoon sessions are from 12.30pm to 3pm. A lunch club is provided from 12 noon to 12.30pm. The pre-school employs six members of childcare staff who all hold appropriate early years qualifications. The manager holds a qualification at level 4, four members of staff hold appropriate qualifications at level 3 and one at level 2. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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