

Glebelands Pre-School & Out of School Club



Glebeland Pre-School, Chancel Road, Leicester, Leicestershire, LE4 2WF

Inspection date

16 June 2015

Previous inspection date

11 February 2010

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

- Teaching is good because the staff team have a secure knowledge and understanding of how young children learn and develop. They carefully observe and assess children's progress to continually improve their learning.
- Children's communication and language abilities are developing well. This is because staff engage in a wide range of conversations with children, and use open-ended questions to support them to develop their vocabulary.
- Staff form warm and nurturing relationships with children. Consequently, children demonstrate they feel safe and secure in the setting, and are well prepared for changes such as starting a new setting or school.
- Staff are good role models for behaviour, dealing sensitively with any minor disputes. They provide a calm and reassuring environment where children are given lots of positive praise, which builds their self-esteem and gives them a sense of achievement.
- The well-qualified staff are encouraged to attend regular workshops and training to enhance their professional knowledge and skills. This enables them to provide a continuously improving service to both children and their families.
- Staff work well with parents to support and promote continuity in children's care and learning.

It is not yet outstanding because:

- Staff do not always carry out adult-led activities in a way that focuses on children's individual learning needs to extend children's learning to the maximum.
- 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:

- extend children's learning even further, by carrying out planned activities in a way that meets all of their individual needs, for example, by grouping children by age and/or ability, so that staff can provide targeted teaching
- 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 staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with children.
- The inspector spoke with the manager, staff and children, at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the views of the parents and carers spoken to on the day and from written feedback provided.

Inspector

Tracy Hopkins

Inspection findings

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

Children are generally engaged in small group adult-led activities and staff support their learning well. However, occasionally, the groups are of varying age and ability. This means that the older children are not always challenged to the maximum to extend their learning. In addition, the younger children occasionally lose focus and attention. Children develop their early reading and writing skills through routine activities, such as recognising their names on pegs. In addition, they write their names on their pictures. Children clearly have fun and are developing early literacy skills. They are developing new skills in preparation for their future move on to school. Children develop their physical skills very well as they use various sizes of climbing and balancing equipment in the play areas. They become used to using technology, as they play with a range of battery and mechanical toys. Children show increasing skill in recognising and using numbers to support their play. They learn to match colours and shapes when they sing songs, play with malleable dough and paint. Children have opportunities to make individual choices as they play, because the toys and resources are easily accessible. However, they are not always encouraged to extend their own play experiences. For example, when children play with the cars, they are not encouraged to add resources to enhance the activity, and consequently, do not fully extend their learning.

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

This is a friendly and welcoming pre-school. Children experience a good standard of care from affectionate and caring staff. Children learn about being healthy. They are offered a range of fresh fruit, vegetables, and milk or water at snack time, and they pour their own drinks. Children are independent in their self-care skills. Nappy changing and toilet training procedures are adapted to children's individual needs, with staff working closely with parents and carers. Children wash their hands before snack and after messy activities. The pre-school is effectively organised and resources are age appropriate, and of a good quality. The learning environment is very stimulating and covers all areas of learning. Links with parents and carers are strong. This has a positive impact on the care and well-being of children.

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

Leadership and management of the pre-school are good. Staff have a clear understanding of their responsibilities and know how to keep children safe and free from harm. Staff receive regular safeguarding training and have accessible procedures to follow. Staff effectively communicate any concerns to monitor any ongoing welfare or developmental issues. The management team carries out robust recruitment procedures to ensure that only suitable individuals work with the children. An effective evaluation programme is used to monitor staff performance. The manager clearly demonstrates her awareness of staff skills and identifies areas for improvement.

Setting details

Unique reference number	EY278551
Local authority	Leicester City
Inspection number	860996
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	64
Name of provider	Glebelands Pre-School and Out of School Club Ltd
Date of previous inspection	11 February 2010
Telephone number	01162 362122

Glebelands Pre-School & Out of School Club was registered in 2003. The setting employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens from 8am until 5.30pm, Monday to Friday, term time only. Sessions include before and after school and pre-school from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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