

# Ullesthorpe Pre-School

Main Street, Ullesthorpe, Lutterworth, Leicestershire, LE17 5DH



## Inspection date

29 June 2015

## Previous inspection date

22 September 2010

| <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

- The quality of teaching is good. Staff provide fun activities that ensure children make continued progress. The children are confident and articulate individuals who relate well to visitors and are keen to learn.
- The manager and her staff work well as a team. Together they accurately identify the pre-school's strengths and areas where they can improve. Consequently, this improves outcomes for children and their families.
- Children are safeguarded because the manager is secure in her understanding of her role as the lead practitioner. Staff are aware of the signs and symptoms of abuse and neglect.
- Children's behaviour is good. This is because staff are consistent in managing their behaviour and they give them regular reminders of how to behave.
- Partnerships with parents are good. There are secure methods for communication that ensures a two-way approach to the children's care and learning. Therefore, children's individual needs are met.

### It is not yet outstanding because:

- Children's learning is sometimes not maximised. This is because staff do not consistently provide opportunities for children to use mathematics in everyday situations, such as snack time.
- Some information provided for parents does not always reflect the pre-school's current practice. Therefore, occasionally parents are not accurately informed of updates to some practice, such as the special educational needs procedures.

## What the setting needs to do to improve further

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

- extend opportunities for children to use mathematics in everyday situations, such as counting and solving numerical problems at snack time
- provide parents with information that reflects current practice so that they are accurately informed of the pre-school's procedures at all times.

### Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector conducted observations of activities and evaluated teaching methods with the manager.
- The inspector held meetings with the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from documentation completed by them.

### Inspector

Hayley Lapworth

## Inspection findings

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

Children are happy at the pre-school and they enjoy their learning. Staff understand children's current abilities and how they like to learn. For example, staff accurately identify that some children prefer to learn through physical activities outdoors. Children's language skills are promoted well. Their vocabulary is extended through using fun words, such as pow, bopping and squelch. Children have some opportunities to use mathematics in their learning. They listen to stories and learn how to represent numbers up to five on their fingers. However, this practice is not consistently extended into snack times. Occasionally, opportunities are missed for children to solve simple problems through counting, such as calculating that there are too many children at the snack table. Staff encourage children to be active. For example, at the party to celebrate the end of term, they dance, play games and move their bodies in a variety of ways. Therefore, they are learning to participate in group activities and are acquiring the skills they need in readiness for school.

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

Children share warm relationships with one another and younger children thoroughly enjoy playing imaginative games with their elder peers. The staff are sensitive towards children's emotional needs and they offer children a cuddle if they are upset or when they feel unwell. Settling-in periods are agreed with parents on an individual basis to ensure all children are ready to separate from their parents. Staff promote positive behaviour by praising children for their achievements, regardless of how young they may be. For example, children are praised for making their individual masks and for using good manners. Consequently, children are confident in their surroundings and feel good about themselves.

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

Children's safety is promoted. Staff have taken effective steps to minimise potential hazards. The arrival and departure of parents are effectively monitored, ensuring children are safe and secure. Over half of the staff are qualified. They frequently access short courses to ensure their knowledge is up to date. Recent training supports the staff in understanding how to provide a stimulating environment and how to successfully enhance children's language and communication skills. Staff work in partnership with parents and other providers to ensure a consistent approach towards children's education and care. Policies and procedures ensure parents are accurately informed most of the time. However, occasionally information provided is not fully up to date, such as the most recent procedures for supporting children with special educational needs and/or disabilities. Parents describe the pre-school staff as warm, caring and friendly. They typically say that they especially appreciate how well supported they are in helping their children to become independent when using the toilet.

## Setting details

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | EY313962                       |
| <b>Local authority</b>             | Leicestershire                 |
| <b>Inspection number</b>           | 862149                         |
| <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>      | 24                             |
| <b>Number of children on roll</b>  | 31                             |
| <b>Name of provider</b>            | Ullesthorpe Pre-School Limited |
| <b>Date of previous inspection</b> | 22 September 2010              |
| <b>Telephone number</b>            | 01455 208 375                  |

Ullesthorpe Pre-School is managed by a committee and was registered in 2005. The pre-school employs five members of staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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