

# Farndon Fields Community Project Pre-School

Argyle Park, Market Harborough, Leicestershire, LE16 9JH



## Inspection date

Previous inspection date

30 June 2015

8 December 2009

<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

- Children are happy in the pre-school. They make strong bonds with staff who help them to develop high self-esteem and build positive friendships.
- Children who have special educational needs and/or disabilities receive very good support. Managers and staff work closely with parents and other health and education professionals. This helps children to make good progress in their development and learning.
- Staff have a very good knowledge of their key children and promote their well-being effectively. They identify children who need more support and address this in a timely and sensitive way.
- Partnerships with parents are strong and they are actively involved in their child's learning from the start. Staff provide ongoing detailed information about children's progress. This keeps parents well informed and involved in their child's learning.
- Children are kept safe from harm. Managers and staff understand child protection procedures and know what to do should they have concerns about any child's welfare. They have a consistent approach to risk assessment which helps to keep children safe.

### It is not yet outstanding because:

- Arrangements for managing staff's professional development is not always fully effective in ensuring training opportunities are accurately focused and targeted to individual staff's learning needs.
- There are less opportunities for children to independently access resources and equipment that enable them to explore and investigate technology.

## What the setting needs to do to improve further

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

- implement and evaluate the plans for improving staff's professional development so that their already good teaching is consistently maintained and shared
- build on resources and equipment to provide children with more opportunities to independently explore and investigate technology.

### Inspection activities

- The inspector observed activities in the playroom and outside, and spoke to children and staff when appropriate.
- The inspector viewed all areas accessed by children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning.
- The inspector met with the manager and looked at a range of policies and procedures, and checked evidence of staff suitability and qualifications.
- The inspector took account of the views of the parents and carers spoken to on the day of the inspection.

### Inspector

Claire Jenner

## Inspection findings

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

The qualified and experienced staff team have a good understanding of how children learn and develop. Staff regularly observe children and use this information to plan effectively for their next stage in learning. They monitor children's progress and ensure they develop the skills they need for in readiness for their move on to school. Staff join in with children's play, asking questions and offering suggestions. This helps children to think about what they are doing and extend their own play. Overall, children have easy access to a broad range of well-presented activities and equipment. However, opportunities for children to independently explore technology are not as well catered for. Children develop an awareness of numbers, letters and words during spontaneous play and planned activities. For example, children successfully count and match numbers to successfully complete jigsaw puzzles. They show their enjoyment of books and chose their favourite from the well-resourced reading area.

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

Children have good opportunities to develop their physical skills. Outside, they skilfully ride bikes and roll and catch hoops with staff. Indoors, children enthusiastically dance, jump and hop to action songs and rhymes. Children learn about keeping safe and healthy because staff talk about the impact of physical exercise on their bodies. They are reminded to drink water, wear hats and cream to protect themselves from the sun and heat. Children enjoy a good balance of nutritious foods at the pre-school snack bar. They are independent and competently help themselves to what they would like to eat and pour their own drinks. Behaviour is good. Children are familiar with the daily routine and what is expected of them. They learn to take responsibility for the environment and equipment. For example, children work together to tidy away toys that they have finished playing with. Staff consistently acknowledge and celebrate children's achievements. This contributes to building children's confidence and self-esteem.

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

The manager and staff use self-evaluation to identify priorities for improvement. The established staff team work well together. They are deployed effectively and are clear about their individual roles. This contributes towards the smooth running of the pre-school and helps to create a positive learning environment. Staff participate in team meetings and complete one-to-one supervision meetings with the manager. She has begun to observe staff practice to help identify key strengths and areas for further support. However, these arrangements are not yet fully effective in helping the manager to guide staff to the most relevant training opportunities. Effective links with other professionals enables the manager to keep up-to-date with any changes and share ideas for best practice. The pre-school has established relationships with other early years settings, including the school where children attend or will be moving on to. This enables them to share information to help support consistency in children's learning and development.

## Setting details

<b>Unique reference number</b>	226396
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	866280
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Farndon Fields Community Project Pre-School Committee
<b>Date of previous inspection</b>	8 December 2009
<b>Telephone number</b>	0777 3489 551

Farndon Fields Community Project Pre-school opened in 1984. It operates from a mobile building within Farndon Fields Primary School in Market Harborough, Leicestershire. The pre-school supports children with special educational needs and/or learning disabilities. The pre-school operates on a Monday to Friday from 9am until 3pm, with the exception of Thursday when sessions are 9am until 12 noon. The pre-school operates during term time only. There are a total of four staff who work with the children, all of whom hold relevant childcare qualifications. This includes one who holds a foundation degree.

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