

Thurmaston Village Pre-School



Memorial Hall, Melton Road, Thurmaston, LEICESTER, LE4 8BD

Inspection date

8 July 2015

Previous inspection date

22 September 2011

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

- The quality of teaching is good. Staff are well qualified. They plan activities based on children's identified next steps in learning, following accurate assessments.
- Effective settling-in procedures provide opportunities to gather information from parents and identify children's starting points and individual needs.
- Children's behaviour is good. They are taught to share and take turns. Children follow clear routines and boundaries, which promotes their sense of security.
- Partnerships with parents are good. The pre-school provides parents with a wealth of information and suggestions to help them to support their child's learning at home.
- Children with special educational needs and/or disabilities are provided with very good support. Help and advice from other professionals and outside agencies are employed swiftly to meet the children's individual needs.
- Children are happy and confident. They enthusiastically engage in a broad range of activities.
- Staff demonstrate a good understanding of how to safeguard children. There are clear policies and procedures in place to ensure children are protected from harm.

It is not yet outstanding because:

- Staff do not provide regular opportunities for older children to build on their knowledge and understanding of linking sounds to letters.
- Systems for performance management and the continuous professional development of staff do not focus sufficiently on raising the quality of teaching even higher.

What the setting needs to do to improve further

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

- provide regular activities for older children to build on their ability to link sounds to letters
- enhance staff's professional development so that it increases the potential to deliver the highest quality provision and excellent learning outcomes for children.

Inspection activities

- The inspector observed activities in the hall.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed play and learning opportunities and spoke to staff and children at appropriate times.
- The inspector carried out an interview with the manager. She looked at a range of documents, including children's assessment records, a sample of the policies and procedures and the provider's self-evaluation form.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and from parents' written comments.

Inspector

Dawn Robinson

Inspection findings

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

Children settle quickly upon arrival. They enjoy working together to create a track using stepping stones and building bridges with planks. This helps children to develop their physical skills and teaches them to solve problems. There is a good balance of adult-led and child-initiated activities which motivates and extends children's learning and development. Young children act out their personal experiences using their imagination while playing with dolls and accessories in the role-play area. They develop their communication and social skills as they play together. Older children are provided with more structured sessions on a weekly basis to help them prepare for school. They enjoy stories and songs which support their understanding of rhyme. However, they do not have regular activities to learn how to hear initial sounds or to link these sounds to letters. Staff employ a range of successful strategies to help children with special educational needs and/or disabilities. All parents have opportunities to look at their child's records and discuss their progress. They are encouraged to share what their child can do and staff share activities with parents to help them promote their child's learning at home.

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

The environment is well organised and enables children to independently select activities of their choice. Children demonstrate their understanding of good hygiene practice as they independently go to wash their hands before accessing their snack. They are provided with healthy snacks and drinks. Leaflets supplied to the pre-school by the health visitor give information to parents on healthy packed lunches. Children engage in daily, physical, outdoor activities, using local fields and parks. The pre-school ensures children are emotionally well prepared for their next stage in learning. It provides a range of activities and visits that help to inform and reassure the children before they start school. The premises are safe and secure. Assessments are carried out frequently to identify risks, which are then reduced or eliminated. Regular fire evacuations are practised to ensure all children learn to stay safe in an emergency.

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

The management team have a good understanding of the requirements in the Early Years Foundation Stage. Managers are committed to developing the pre-school. They seek the views of staff, parents and children and act on their suggestions. Action plans are in place to ensure there are continuous improvements. Children's progress is closely monitored. Staff supervisions provide opportunities to discuss the children's learning and development needs and identify staff training needs. Managers observe the practice of staff and identify areas to develop. However, managers do not make effective use of the evaluations of staff's teaching skills to raise the quality of teaching to outstanding. There are good working relationships with external agencies and other providers. Parents are very complimentary about the service the setting provides for their children.

Setting details

Unique reference number	EY349077
Local authority	Leicestershire
Inspection number	863264
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	36
Name of provider	Lara Alice Foster
Date of previous inspection	22 September 2011
Telephone number	0116 269 6406

Thurmaston Village Pre-School was registered in 2007. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens from 9.15am until 12.15pm Monday to Friday and 1pm until 4pm Tuesday to Thursday. It runs a breakfast club from 8.15am until 9.15am Wednesday to Friday and a lunch club from 12.15pm until 1.15pm Tuesday to Thursday, term time only. 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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