

Hind Leys Pre-School

Mobile No 2, Forest Street, Shepshed, Loughborough, Leicestershire, LE12 9DB



Inspection date	17 September 2015
Previous inspection date	28 October 2008

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff are immensely passionate about children's learning and development, using a range of highly effective teaching techniques. This means children are highly motivated, eager to learn and fully engaged, demonstrating extremely high levels of perseverance and concentration.
- Staff have created a superb environment both indoors and outdoors. The pre-school is highly stimulating and exciting. Staff utilise the resources extremely well to ensure children's capacity for learning by exploration is fulfilled.
- Highly effective links between the pre-school and home have been established. Parents and carers are fully included in their children's learning and care, enabling staff to meet the individual needs of the children exceptionally well.
- Children's learning needs are assessed accurately, swiftly and with a high level of expertise. Consequently, all children, including those with special educational needs and/or disabilities, make extremely good progress.
- Learning about the natural world is actively promoted in the outdoor learning space and the forest environment. This means children are very interested in and knowledgeable about the natural world.
- The leadership of the pre-school is inspirational. They set extremely high standards which helps to ensure that children receive outstanding experiences and the highest levels of care.
- Caring and empathetic staff provide high levels of emotional support for the children. This means that the children form extremely secure and strong bonds with all the staff.

What the setting needs to do to improve further

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

- provide the youngest children with an even greater range of opportunities to use their newly developing language skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy.
- The inspector held a meeting with the deputy. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lynn Weeks

Inspection findings

Effectiveness of the leadership and management is outstanding

Leadership of the pre-school is excellent. The imaginative, engaging and challenging educational programmes are well monitored to ensure children make rapid progress. The arrangements for safeguarding are effective. Comprehensive procedures are precisely followed and the recruitment of staff is robust to ensure children are cared for by suitable adults. Advice from outside agencies is sought in a timely manner to support children with special educational needs and/or disabilities. The self-evaluation process is now very strong and includes the views of parents and children. Staff are well qualified and improve the quality of their own practice through an excellent programme of targeted training.

Quality of teaching, learning and assessment is outstanding

Teaching is exceptionally well targeted to meet each child's learning needs. Staff actively promote children's creativity through their imaginative teaching. This means children are fully engaged and excited by their learning. Staff encourage children to think critically by providing opportunities for exciting investigations. For example, during a clay pattern-making activity, children work collaboratively by adding resources and developing their own story line as they construct a garden landscape. Staff skilfully use children's interests to promote learning. Younger children, while playing with construction blocks, count and name shapes spontaneously. Interest in a toy penguin is skilfully turned into an opportunity for experimenting with water resources. Children's communication and language skills are very well promoted as staff skilfully question children and develop their understanding with meaningful discussions. This means children are able to express their opinions with confidence. On occasion, however, opportunities to further extend the youngest children's acquisition of new vocabulary are missed.

Personal development, behaviour and welfare are outstanding

Children's well-being and self-esteem are highly prioritised and consequently children feel safe and secure. The standard of care given to the children is exemplary. Routines are well established, including robust hygiene procedures. Children manage an increasing range of tasks independently, such as spreading butter on bread that they have baked. Staff are excellent role models who have very high expectations of children's behaviour, encouraging them to show respect and tolerance towards each other. Children are encouraged to manage risks and to develop their physical skills. For example, older children skilfully climb interesting natural structures and younger children negotiate space well when they independently climb steps into their tree house. Children learn about healthy living through experiences, such as children's yoga and selecting and preparing fruit at snack time.

Outcomes for children are outstanding

All children make excellent progress across all areas of learning and are particularly well prepared for school. Children are learning to be independent, make their own choices and try new experiences.

Setting details

Unique reference number	EY221912
Local authority	Leicestershire
Inspection number	848212
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	82
Name of provider	Hind Leys Pre-School Committee
Date of previous inspection	28 October 2008
Telephone number	01509 508731

The Hind Leys Pre-School was registered in 1976. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am to 11.45am and from 12.45pm to 3.45pm, with a lunchtime club operating daily. The pre-school provides funded early education for two-, three- and four-year-old children.

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