

Home Farm Pre-School

Home Farm Neighbourhood Centre, Home Farm Close, Leicester, Leicestershire, LE4 0SU



Inspection date

Previous inspection date

24 September 2015

6 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff observe children and use this information to plan for children's individual next steps in learning. Information from children's assessments is regularly shared with parents so that learning can be continued at home.
- Staff use positive praise and encouragement to build children's self-esteem and confidence. Children respond well to this and their behaviour is good.
- Children are confident and independent learners. They play in a welcoming and stimulating environment. Children are eager to learn, think, question and explore.
- The safety of the children is very important to all staff and action is taken to keep children safe. Staff are vigilant and take every precaution to protect children from harm.
- There are effective links with other providers and professionals. This enables all agencies to work together, in order to promote children's welfare and learning.

It is not yet outstanding because:

- Staff do not always consider how children with different capabilities can all be fully involved when taking part in activities together.
- On occasion, staff sometimes step in too quickly to assist children and do not give them time to act or think for themselves.

What the setting needs to do to improve further

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

- improve the planning of some group activities so that children of different ages can be fully involved when taking part in activities together
- give children more time to respond to questions so that they can develop and talk about their ideas and what they are doing.

Inspection activities

- The inspector observed children playing in all areas of the pre-school.
- The inspector checked evidence of the qualifications and the suitability of all staff.
- The inspector conducted a joint observation with the manager.
- The inspector viewed a range of documentation, including relevant policies and procedures, the improvement plan, accident and medication records. She also looked at a sample of children's learning files and assessments.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Teresa Lester

Inspection findings

Effectiveness of the leadership and management is good

The manager has a very good understanding of the requirements of the Early Years Foundation Stage. She works alongside the staff and parents to evaluate the provision and to identify areas for further improvement. The arrangements for safeguarding are effective. All staff hold current first-aid certificates and have attended safeguarding training. Staff have a good knowledge of the procedures to follow if they have any child protection concerns. Systems to monitor staff practice are good and training opportunities are provided for any staff that need support and development.

Quality of teaching, learning and assessment is good

Staff ensure that children's learning builds on what they already know and can do. Staff have a good knowledge of how children learn and are quick to recognise when children are making less progress than expected. However, on occasion staff step in too quickly to help children, rather than giving them time to process what is being asked of them. Staff provide a wide range of exciting and stimulating activities that promote children's development well. All children, including disabled children and those with special educational needs, are making good progress. Children are given plenty of opportunities to read, write, count and solve number problems as part of the daily routine. However, staff sometimes focus on one age group of children during some larger group activities. They do not always adapt the activities to fully involve all children in the group.

Personal development, behaviour and welfare are good

Staff effectively model good behaviour and have high expectations of children. Children behave well; they learn to share and show kindness to others. Children's well-being is encouraged and healthy lifestyles are promoted. They enjoy healthy snacks and regular opportunities for physical activity. Children's independence is developing as they learn to manage their own personal needs. Children confidently talk about their familiar world, such as the place where they live. They enjoy sharing stories about their own experiences and life.

Outcomes for children are good

The manager carefully monitors assessment and tracking of children to swiftly identify any gaps in learning and development. This helps to ensure all children make good progress in their learning. There are well-established partnerships with parents, local schools and other professionals. This helps to promote consistency in children's care and education. Children are well prepared for the next stage in their learning and development.

Setting details

Unique reference number	226893
Local authority	Leicester City
Inspection number	864392
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	6
Name of provider	Leicester City Council
Date of previous inspection	6 June 2011
Telephone number	0116 2358511

Home Farm Pre-School was registered in 1989. The pre-school employs three members of childcare staff. All three hold appropriate early years qualifications, one at level 2, one at level 3 and one at level 5. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for three- and four-year-old children. It supports disabled children and those with special educational needs.

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