

# Long Clawson Pre School

Village Hall, Back Lane, Long Clawson, Melton Mowbray, LE14 4NA



## Inspection date

1 October 2015

Previous inspection date

4 July 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

- The manager and staff have a good understanding of the learning and development requirements. They are well qualified and experienced, which has a positive impact on children's learning.
- Children's behaviour is very good. Staff consistently apply positive, clear and age-appropriate behaviour management, ensuring children know what is expected of them.
- Children's communication and language skills are particularly well promoted. Staff have attended training in this area and have successfully implemented a range of approaches to help children make the best possible progress.
- Partnerships with parents and other professionals are well established. Disabled children and those with special educational needs are provided with a good level of support to help them achieve their full potential.
- Children are provided with many opportunities to develop their independence in readiness for school. They take on appropriate responsibilities in the pre-school and learn to work together to complete simple tasks.
- Children settle quickly in this caring environment because staff are welcoming and friendly, helping children to feel at ease and confident in their surroundings.

### It is not yet outstanding because:

- The manager does not make best use of the information gathered from children's individual assessments to identify ways to accelerate the progress of specific groups of children.
- Staff do not find out as much as possible from parents about what their children know and can do when they first start.

## What the setting needs to do to improve further

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

- use the monitoring data to identify ways to help different groups of children make more rapid progress
- strengthen the accuracy of baseline assessments by finding out more from parents about what their children already know and can do when they first start.

### 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 pre-school manager.
- The inspector held a meeting with the pre-school manager and looked at relevant documentation, such as policies and procedures, the suitability of staff working in the pre-school and their qualifications.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have attended training and demonstrate a good understanding of the policies and procedures to keep children safe from harm. The newly appointed manager is committed and passionate about providing children with the best possible learning opportunities. She monitors the educational programmes effectively for individual children and has a good overview of their assessment records. However, the manager has not yet analysed these records to identify ways to help groups of children make more rapid progress. Regular staff appraisals and opportunities to attend training allow staff to continually improve their knowledge and skills. Staff, parents and children all contribute to regular reviews, evaluating the pre-school and identifying strengths and areas to improve.

### Quality of teaching, learning and assessment is good

Good relationships with parents are in place. Staff gather useful information about children's home life and interests. However, they do not find out enough about what children already know and can do to ensure that assessments of children's starting points are as robust as possible. Children are provided with a wide range of interesting and challenging activities indoors and outdoors. They enjoy inventing their own games and work together to negotiate start and finish lines. They independently fetch writing materials to record their scores, showing that they understand that writing has a purpose. Cosy areas are filled with a variety of interesting objects for children to explore using their senses. Staff make the most of their interactions with children, asking them questions, playing alongside them and extending their learning. Regular visits to and from the local school ensure children are familiar with teachers and the school buildings. This helps children to be emotionally well prepared for moving on.

### Personal development, behaviour and welfare are good

Children are confident and happy in this nurturing environment. Staff talk to children about keeping healthy as children enjoy nutritious snacks and join in exercise sessions. The outdoor environment provides opportunities for children to develop their coordination, such as walking over stepping stones and balance beams. Children enjoy sharing and taking turns as they roll cars down guttering, play in wheeled vehicles and use their imagination in role-play areas. The well-embedded key-person system helps all children to form secure emotional attachments. Children are taught to value and respect other cultures as they learn about different festivals.

### Outcomes for children are good

Children of all abilities, including those who receive funded education, make good progress from their starting points. They are developing the skills they need for their next stage in learning. Parents are extremely complimentary about the pre-school and the progress their children have made. They talk about how well their children settle at school as a result of the successful approach staff take to prepare them.

## Setting details

|                                    |                                   |
|------------------------------------|-----------------------------------|
| <b>Unique reference number</b>     | EY352719                          |
| <b>Local authority</b>             | Leicestershire                    |
| <b>Inspection number</b>           | 863366                            |
| <b>Type of provision</b>           | Sessional provision               |
| <b>Day care type</b>               | Childcare - Non-Domestic          |
| <b>Age range of children</b>       | 2 - 5                             |
| <b>Total number of places</b>      | 40                                |
| <b>Number of children on roll</b>  | 25                                |
| <b>Name of provider</b>            | Long Clawson Pre-School Committee |
| <b>Date of previous inspection</b> | 4 July 2011                       |
| <b>Telephone number</b>            | 01664 822073                      |

The Long Clawson Pre-School was registered in 2007. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one with Early Years Professional status and one with a foundation degree. The pre-school opens Mondays, Thursdays and Fridays from 9.10am to 3.10pm and on Wednesdays from 9.10am to 12.10pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs.

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