

Lea Pre-School & Kids Club



Frances Olive Anderson C of E School, The Grove, Lea, GAINSBOROUGH,
Lincolnshire, DN21 5EP

Inspection date 8 October 2015
Previous inspection date 11 June 2012

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

- Children's communication development is well nurtured. Staff actively engage in good quality conversations with the children. They ask questions that make the children think and then give them time to answer. Children are confident and able communicators.
- Staff observe children's development and accurately assess what children need to know next. This is put into each child's special book, which is shared with parents. Staff and parents work well together to continue children's learning.
- Staff are dedicated and enthusiastic in their approach to caring for children. All children, including disabled children and those with special educational needs, develop a strong sense of belonging.
- The pre-school staff and teacher in the nearby classroom work well together to support children as they become ready for school. Parents spoken to appreciate this and feel that it has helped their children to settle and to be ready to learn.
- Staff provide children with a variety of meaningful opportunities to develop their knowledge and understanding of diversity. Children develop a good understanding of themselves and other people.

It is not yet outstanding because:

- The actions the manager takes to achieve improvements in the quality of the provision are not considered well enough to ensure that rapid progress is made.
- Some of the activities that staff plan for their key-person groups do not inspire children's learning.

What the setting needs to do to improve further

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

- fine tune the actions taken to address areas identified in the improvement plan and increase the potential to achieve outstanding outcomes for children
- inspire children's learning more effectively during key-group times.

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 two joint observations with the pre-school manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector visited the out-of-school provision.
- The inspector spoke to the reception teacher about the children's level of development and the accuracy of the assessments made by pre-school staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Kathy Kilner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a secure understanding of how to keep children safe and consistently follow the pre-school's policies. Recruitment and vetting procedures are thorough. The manager effectively monitors individual children's progress. She has started to look more closely at how different groups of children are progressing. The manager uses this information to analyse any gaps in children's learning and to see if additional support is needed. She has an accurate improvement plan with actions noted to support progress towards a higher level of practice. Staff are asked to contribute to meeting the actions set. However, how the actions are going to be met is not well thought out and this delays progress. Staff are well qualified and continue to increase their knowledge and teaching skills through training. This has a positive effect on children's learning.

Quality of teaching, learning and assessment is good

Children's learning is very well supported. The quality of teaching is good and the assessment of children's progress is accurate and precise. Staff pinpoint where children are making progress in each area of learning. They use this to plan activities and add resources that will move children's learning forwards. Children have ample, uninterrupted time to explore and to develop their own ideas. They write independently and are supported to count scoops of sand into a bucket. They explore scales added to the sand to support their developing understanding of weighing and measuring. Most activities are exciting and inspire children to learn. Staff generally plan well and have a strong learning purpose in mind. Children exploring creatures set in ice wonder how they might get them out. When tools are offered to support them in this task, the excitement that follows fuels their learning. Occasionally, activities planned in key-person groups do not inspire the children and children are not as actively involved.

Personal development, behaviour and welfare are good

The pre-school makes good use of the space available to them. The organisation of the outdoor area is excellent, with many opportunities to explore and learn. Staff have made it challenging by adding a large connecting bridge. Children know how to negotiate it safely. Children explore how to balance on the edges of a builder's tray. Staff note this and support and extend the play when invited to. Staff recognise children's achievements and join in their play. They boost children's self-esteem. Behaviour is good. Children play cooperatively in the mud area, making cakes. Staff praise children's teamwork. Staff calmly support children to resolve any minor disputes. Children learn to accept the rules and boundaries of the pre-school. Staff use snack times to encourage children to be independent. Children serve themselves nutritious food and drinks.

Outcomes for children are good

All children, including those who receive funded education and disabled children and those with special educational needs, are making good progress from their starting points. Early reading, writing and mathematical skills are developing well. Children are well prepared for future learning and school.

Setting details

Unique reference number	EY437985
Local authority	Lincolnshire
Inspection number	853885
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	48
Number of children on roll	88
Name of provider	Heath Farm Day Nursery Ltd
Date of previous inspection	11 June 2012
Telephone number	01427612827

Lea Pre-School & Kids Club was registered in 2011. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The pre-school and Kids Club opens from Monday to Friday all year round, from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

