

# Little Fingers Pre-School and Out of School Club

Shree Ram Krishna Community Projects, Alfred Street, LOUGHBOROUGH,  
Leicestershire, LE11 1NG



## Inspection date

16 October 2015

Previous inspection date

9 June 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Therefore, children are not making consistently good progress.
- The manager does not monitor the quality of practice in order to help it improve. Arrangements for supervisions are still in the early stages of implementation.
- Staff do not gather sufficient information from parents about what children know and can do prior to starting, in order to plan effectively to meet children's needs.
- The manager's overall monitoring of observations and assessment is not robust. As a result, staff do not plan challenging and exciting experiences for each child in their care.

### It has the following strengths

- The new manager is well qualified, capable and keen to drive the provision forward. Although only in post for a short while, she knows what action is needed to tackle weaknesses in practice.
- The manager and staff work well with parents. They support them to extend their children's learning at home.
- Staff liaise effectively with external agencies and professionals so that they work well together to ensure that all children get the support they need. Successful relationships with schools further support children's development and prepare them for their eventual move on to school.

## What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

### Due Date

- |  |            |
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| ■ ensure that observations and assessments of children's skills and knowledge are precise and accurate in order to inform planning so that the individual learning needs of each child are considered. | 24/01/2016 |
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**To further improve the quality of the early years provision the provider should:**

- ensure that the newly developed systems to monitor the quality of teaching and support professional development needs are swiftly implemented
- improve the process for gathering information from parents about what children already know and can do prior to starting.

## 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 held a meeting with the manager and provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's learning journeys, progress records, the planning and a range of other documentation.

## Inspector

Carly Polak

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager understands the requirements of the Early Years Foundation Stage well. She is committed to her role and seeks out professional development opportunities for herself and her team regularly. This has a positive effect on children's learning and development. The manager is a reflective practitioner and has devised specific action plans, in order to improve provision and tackle areas of weakness. The arrangements for safeguarding are effective. Staff have a good understanding of the procedures they should take should they be concerned. Robust recruitment procedures ensure that staff are suitable to work with children. This means that children are kept safe. The staff team are well qualified. However, there are inconsistencies in some teaching practice, and arrangements for supervisions are not yet in place.

### **Quality of teaching, learning and assessment requires improvement**

The pre-school environment is well resourced, providing many opportunities to extend children's learning and support their independence. However, staff sometimes miss opportunities to extend children's learning during child-initiated play. Observations and assessments are carried out, but they are not always precise. Therefore, staff do not always plan appropriate next steps to support children to make the progress they are capable of. Appropriate systems are in place to complete the progress check for children between the ages of two and three years. Children in need of additional help are supported well through effective strategies, partnership working and specific targets. This helps narrow any gaps in learning. Staff do not consistently gather enough information from parents at the start, in order to plan challenging and appropriate activities.

### **Personal development, behaviour and welfare require improvement**

The environment is safe and welcoming. Staff teach children healthy and safe practices and they enjoy a selection of healthy snacks. Children behave well and learn about keeping safe. They are reminded of the pre-school rules, which help them to understand what is expected of them. Most children have settled well and formed positive relationships with all staff, who meet their physical needs well. Children who speak English as an additional language are helped to settle in by staff who are multilingual. They feel secure and valued, which helps to build their self-esteem. Children manage their personal care needs as they wash their hands or help themselves to fresh drinking water.

### **Outcomes for children require improvement**

Although children are making steady progress, they are not supported to make the best possible progress in their learning and development. Children are provided with opportunities to learn how to become independent and are developing skills to help them be ready for school.

## Setting details

<b>Unique reference number</b>	EY398605
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	859971
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Shree Ram Krishna Community Project
<b>Date of previous inspection</b>	9 June 2010
<b>Telephone number</b>	01509232401

Little Fingers Pre-School and Out of School Club was registered in 2010. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one at level 4. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12pm and from 12.30pm until 3.30pm. The out-of-school club runs during some school holidays subject to demand. The pre-school provides funded early education for two-, three- and four-year-old children.

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