

Leen Mills Pre School Playgroup

The Old Church, Carlingford Road, Hucknall, Nottinghamshire, NG15 7AE



Inspection date	30 October 2015
Previous inspection date	25 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Leadership is effective. Managers have high expectations of all staff and communicate a clear vision about expected standards. All staff work well to meet the individual needs of children.
- Strong partnerships with parents and professionals are in place. This promotes effective support for all children, including disabled children and those with special educational needs. Focused planning is provided, with all parties working consistently on the same strategies to support children's progress.
- Staff provide stimulating and welcoming environments, both indoors and outdoors. Children enjoy a wide range of exciting learning experiences, which take account of their interests. Consequently, they are motivated to learn.
- The key-person system works effectively. Staff engage parents in their child's learning and work with them to establish each child's starting points and next steps in learning. Parents regularly receive information about the progress of their children and state that they value the expertise of staff.
- Children are happy, confident and settled. Staff establish warm relationships and help children to demonstrate positive behaviour towards each other.

It is not yet outstanding because:

- Parents are not sufficiently involved in the self-evaluation process to help ensure that any changes have a positive impact on children who attend.
- Leaders and managers do not effectively monitor the progress of groups of children to inform future planning.

What the setting needs to do to improve further

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

- obtain the views of parents when completing self-evaluation and use these to identify priorities for improvement
- identify the progress of groups of children to determine any trends in learning and development and use this information to ensure planned activities are precisely targeted so that outcomes for children continually improve.

Inspection activities

- The inspector checked the evidence of staff's suitability, qualifications and training.
- The inspector spoke with a selection of parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector observed teaching and the impact this had on children's learning both inside and outside.
- The inspector looked at children's assessment records, planning documentation and a selection of policies.
- The inspector held meetings with individual staff to assess their knowledge of safeguarding and discuss their role in the setting.

Inspector

Peter Towner

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff have a good understanding of the Early Years Foundation Stage requirements and implement them well. Arrangements for safeguarding are effective. Recruitment and selection processes are robust and ensure staff are fully suitable for their role. Staff are clear about their responsibilities to protect children from harm and this is regularly reinforced in training. The manager has identified some priorities for improvement. She is developing more effective ways to share assessments with parents, using a variety of methods to communicate. Staff receive good support to improve their delivery of both indoor and outdoor play activities. However, the monitoring and self-evaluation processes are not sufficiently analytical. The manager does not always identify trends in learning or ask parents to routinely contribute their views about the setting so that priorities for improvement are sharply focused.

Quality of teaching, learning and assessment is good

Planning for children's learning is effective and children make good progress. Staff are particularly clear about their roles within adult-led activities. They demonstrate a good understanding about the needs and interests of children and build on their abilities and experiences. Children are supported to develop good levels of confidence and self-esteem, which helps them to take their next steps in learning. Parents report positively on the impact of staff's teaching and comment on how their children are developing skills which they now reinforce at home. Specifically, they notice the enjoyment children gain from the activities, their development of language skills, growing independence and positive behaviour. A wide range of resources help children to think critically and creatively. They use toys imaginatively as they play together, inventing their own games. Staff support children to gain a greater knowledge about the world, understand basic mathematical concepts and become confident speakers.

Personal development, behaviour and welfare are good

Staff provide a warm and stimulating environment which children are keen to explore. Children form positive friendships and value each other. They form good emotional attachments and are developing their social skills well. They are polite and considerate and take turns in activities or support each other in times of need without prompting from adults. For example, at break time, milk was spilt whilst a child was independently pouring this into a mug. The response of another child was to quickly clear this away. Children are beginning to understand the concept of healthy eating and how to look after their personal hygiene by washing their hands before meals. Children learn about the lives of others and celebrate various customs and cultural events.

Outcomes for children are good

All children make good progress from their starting points and work comfortably within the range of development for their age. They develop good skills in readiness for school, including an ability to write their name and a basic understanding of concepts and shapes. Funded children and disabled children and those with special educational needs develop key skills and make good progress over time.

Setting details

Unique reference number	253045
Local authority	Nottinghamshire
Inspection number	854812
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	120
Number of children on roll	77
Name of provider	Leen Mills Pre School Playgroup Committee
Date of previous inspection	25 May 2011
Telephone number	0115 9642725

Leen Mills Pre School Playgroup has been registered since 1986. The pre-school employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one at level 5. The pre-school opens from Monday to Friday, for 50 weeks of the year. Sessions are from 8am until 4.30pm. The pre-school provides funded early years education for two-, three- and four-year-old children and supports disabled children and those with special educational needs, and children with an entitlement for the pupil premium payment.

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