

Spice Pre School

Merrydale Infant School, Claydon Road, LEICESTER, LE5 0PL



Inspection date

10 November 2015

Previous inspection date

18 March 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff are outstanding role models. They talk to the children in a calm and respectful manner. They offer gentle reminders about how to look after books and their environment. Children behave very well and are able to manage their own feelings.
- The manager is highly effective in driving improvement. Staff demonstrate an uncompromising commitment to achieving exceptional practice in all areas. They recognise the importance of undertaking professional development to enhance their skills even further.
- Inclusion is given an exceptionally high priority. Disabled children and those who speak English as an additional language are supported extremely well. This means that almost all children make rapid progress in their learning from their starting points on entry.
- The manager demonstrates ambition and commitment to achieving the very best outcomes for children. She has high expectations of herself and the staff team. She has an exceptional knowledge of the Early Years Foundation Stage.
- Children are extremely happy, settled and content. The pre-school has an exceptionally caring ethos. Staff place a strong focus on promoting children's personal, social and emotional development. They encourage children to try new activities and develop their skills. They boost children's confidence and self-esteem with positive praise.
- Children relish exploring the exceptionally inspiring and well-resourced outdoor area. They are well supported to initiate their own play and to develop their skills in all aspects of their learning.

What the setting needs to do to improve further

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

- continue to enhance the support given to parents in helping them guide their children's learning at home.

Inspection activities

- The inspector spoke to a small selection of parents during the inspection. She viewed feedback from the pre-school's own survey and took account of parents' views.
- 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 provider. 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 spoke to staff and children throughout the inspection, when appropriate.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management is outstanding

The pre-school has developed a culture of reflective practice. The manager constantly strives to ensure that they are responsive to the local community and needs of the children and families who attend. Highly developed systems for self-evaluation and continuous reflective practice takes into account the views of staff, children and parents. They ensure that changes made benefit the children. The manager and staff work closely together to effectively monitor individual children's progress. They analyse how different groups of children are progressing. Any gaps in learning are effectively addressed. Partnerships with parents are exceptionally good. The manager recognises, however, that there are opportunities to enhance further the support they give to parents in guiding their children's learning at home. Arrangements for safeguarding are effective. Staff are vigilant about children's welfare and safety. Many additional arrangements ensure safeguarding practice is of the highest level.

Quality of teaching, learning and assessment is outstanding

The highly qualified team have an excellent understanding of how children learn and are extremely adaptive in their approach to teaching. Observations and assessments are detailed and precise. Children are encouraged to be involved with their assessments, providing them with a role in their own learning and development. Children's communication and language skills are supported exceptionally well. Staff are enthusiastic during circle time. They capture the children's attention and excite them as they use lively actions during singing. Staff skilfully use language to enhance children's understanding of the world. They talk about spiders and how many legs they have whilst chalking outside.

Personal development, behaviour and welfare are outstanding

The pre-school is truly inclusive. Staff have high expectations of all children and promote equality throughout the pre-school. Diversity is celebrated through discussion and activities which promote children's sense of belonging and help them to understand about similarities and differences. Staff place a strong emphasis on building relationships with children and their families from the start. This allows staff to know precisely how to meet children's individual needs and to gain support early if required. Children have plenty of opportunities to be independent. They serve themselves nutritious snacks and drinks and have the choice of playing inside or outside. Their good health and physical development is well promoted. Children are developing the skills required for learning in school. They follow simple rules, listen, communicate well and cooperate with their friends as they play.

Outcomes for children are outstanding

All children make exceptionally good progress from their starting points. Disabled children and children who speak English as an additional language make particularly good progress and are very well prepared for the next stage in their learning. Good relationships with external agencies and health care professionals help staff to make sure that appropriate interventions are secured and children quickly receive any additional support they need.

Setting details

Unique reference number	EY398745
Local authority	Leicester City
Inspection number	859983
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	24
Number of children on roll	24
Name of provider	Leicester City Council
Date of previous inspection	18 March 2010
Telephone number	07772005339

Spice Pre School was registered in 2009. The pre-school employs four members of childcare staff. All staff members hold appropriate early years qualifications at level 3. The preschool opens from Monday to Friday during term time. Sessions are from 8.30am until 11.30am and from 12.30pm until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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