

Thurcaston Early Learning Pre-School



Thurcaston and Cropston Parish Council Memorial Hall, Anstey Lane, Leicester, LE7 7JA

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| Inspection date | 25 November 2015 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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 management team is committed to continually enhancing their provision. They actively seek the views of staff, parents and children, in order to support reflection on practice. This enables them to set meaningful targets for improvement that enhance the experience of those who use the setting.
- Key-person arrangements are extremely effective. Staff establish strong partnerships with families and affectionate caring relationships with children. This helps children to settle well and quickly build friendships with their peers.
- Children are provided with ample opportunities to explore and investigate. Staff provide a wealth of engaging and highly stimulating sensory experiences linked to children's individual learning needs and interests. Consequently, children make good progress in their learning and development.
- Children's behaviour is good. Staff set clear boundaries and have high expectations of the children in their care.

It is not yet outstanding because:

- Children's interest in technology is not fully explored. They do not have many opportunities to use equipment to develop their technology skills
- Staff do not always provide enough opportunities for children to develop their independence.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their interest in technology and allow them to explore and use technology equipment
- make better use of opportunities to support children's growing independence.

Inspection activities

- The inspector spoke to a small selection of parents during the inspection and took account of their 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 deputy manager.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the provider and pre-school deputy manager. She looked at relevant documentation, such as, the self-evaluation, policies and procedures and evidence of the suitability of staff working at the pre-school.

Inspector

Teresa Lester

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are alert to the signs of abuse and understand the procedures to report concerns. Recruitment and induction procedures are secure. Supervisions and observations of staff's practice help to ensure staff remain suitable for their role and develop their skills. Staff are supported to achieve higher qualifications and to develop their knowledge through attending training courses. As a result, children benefit from improved experiences delivered by highly qualified and experienced staff. The staff work well with other settings to meet children's needs, ensuring that families and children receive appropriate help and support.

Quality of teaching, learning and assessment is good

Staff gather information about children's capabilities from parents when they start at the setting. They quickly establish a comprehensive picture of what children already know and can do. This enables staff to build on their learning from the outset. The quality of teaching is good. Staff plan stimulating activities that provide suitable challenge for children. Children show good levels of concentration and focus during play and group activities. Children are developing their early literacy skills and mathematical skills well. Staff join in enthusiastically with children's play, supporting children's communication and social skills. Children's progress is accurately assessed by staff and this information is shared regularly with parents along with ideas of how to support children's learning and development at home.

Personal development, behaviour and welfare are good

Children develop an understanding of the importance of a healthy lifestyle. Children are active and benefit from regular fresh air and exercise during outdoor play. Staff successfully minimise risks, including when on outings. Children learn about keeping themselves safe, for example, children learn about road safety as they walk to the local school to use the playground. Staff teach children to have respect for each other. Children are beginning to develop positive attitudes to diversity. They learn about one another's cultures, beliefs and lifestyles. Children are beginning to be independent in their self-care. Staff encourage children to do things for themselves, for example, putting on their coats and shoes for outdoor play. However, staff do not always make the most of other opportunities to promote children's independence further. There are strong links with the school children move on to. Staff use this partnership to help them make sure children are well prepared for the move.

Outcomes for children are good

Children make consistently good progress, based on their starting points. They are developing the skills and attitude needed to become successful learners, in preparation for the next stage of their learning, including school. Children are happy, settled and motivated to learn.

Setting details

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| Unique reference number | EY477783 |
| Local authority | Leicestershire |
| Inspection number | 975374 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 36 |
| Number of children on roll | 25 |
| Name of provider | Sarah Jane Teasdale |
| Date of previous inspection | Not applicable |
| Telephone number | 07940361744 |

Thurstaston Early Learning Pre-School was registered in 2014. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualification, one at level 6, one at level 4 and three at level 3. The pre-school opens Mondays, Thursdays and Fridays from 9am until 1pm, and Wednesdays from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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