

# Blaby Pre-School Limited

Parish Church Rooms, Church Street, Blaby, Leics, LE8 4FA



## Inspection date

8 December 2015

Previous inspection date

23 April 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

- The quality of teaching is good. Staff enthusiastically interact with the children. They skilfully involve all children in group activities. For example, children move around imaginatively and anticipate key phrases as they join in and listen to familiar stories. Activities are engaging and fun and children make good progress.
- Children enjoy their time in this welcoming pre-school. Children have secure attachments with staff. Their individual care needs are very well met. Children develop and share wonderful friendships with each other.
- Children are busy and enthusiastic learners. Staff organise the indoor environment well to encourage children to follow their own interests and ideas. Children choose from an interesting range of good quality resources.
- The manager and staff have established an effective partnership with the local school. The pre-school enjoys access to its own garden plot within the school grounds. Consequently, children are familiar with the environment and emotionally well prepared for the move on to school.
- The pre-school provides a variety of opportunities for children to be involved in local community events. Children learn about different customs and celebrations. For example, children have recently made baubles and angels for the Christmas tree festival at the church.

### It is not yet outstanding because:

- Children who prefer to learn outside are not always offered a broad range of learning opportunities in this environment. Consequently, their progress is not as rapid as possible.
- Staff supervision sessions are not always highly focused on developing teaching practice to the highest level.

## What the setting needs to do to improve further

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

- enable children who prefer to learn outside to experience a broader range of learning opportunities outdoors
- develop staff supervision systems to provide a sharper focus on identifying training needs that will further enhance teaching practice.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Susan Cother

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. They successfully implement all requirements. The manager and staff work extremely well together. They regularly review and evaluate their practice and show a positive attitude to making improvements. However, they have not considered ways to raise the overall quality of their teaching to outstanding. The arrangements for safeguarding are effective. All staff are trained in safeguarding. They recognise and know how to respond to the signs and symptoms of abuse or neglect. Detailed policies and procedures help to ensure children are protected from harm and their welfare promoted. Information from assessments is used to make sure all children make good progress in their learning and development. Children's achievements are shared with their parents. Parents speak highly of the pre-school. They value the friendly and caring staff team.

### Quality of teaching, learning and assessment is good

Staff make regular observations and accurate assessments of children's progress. They use this information to identify and plan for children's next steps in learning. Staff are especially effective at developing children's self-confidence. Children demonstrate a real sense of ownership of their environment, confidently accessing resources. Children enjoy a range of adult-led and child-initiated activities that helps them to make good progress. Staff ensure mathematics and literacy are threaded through activities. They listen carefully to children and help them to develop their ideas and thinking skills. For example, children select from an interesting assortment of three-dimensional shapes to create and build models to their own design and satisfaction. Partnerships with parents are effective. Staff plan regular craft sessions for parents to attend and enjoy with their children.

### Personal development, behaviour and welfare are good

Children settle well within the pre-school. They enjoy sharing meaningful conversations with staff. Children are familiar with the daily routines and are keen to be involved. Staff are positive role models. They provide gentle guidance and praise. Children behave well, sharing and taking turns. Children enjoy choosing from a healthy selection of food and drinks at the snack bar. Children are learning to be independent. For example, they are encouraged to butter their own bread and pour their own drinks. Staff skilfully promote children's understanding of good hygiene practices, eating well and keeping active. Children are provided with opportunities to be physically active. They enjoy taking part in obstacle courses.

### Outcomes for children are good

All children make good progress based on their starting points. They develop useful skills for their next stage of learning, such as listening and concentration. Children learn to recognise their own name in print. They are developing positive attitudes towards learning. Children are well prepared for their next stage of learning or the move to school.

## Setting details

<b>Unique reference number</b>	EY438937
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	853967
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Blaby Pre-School Limited
<b>Date of previous inspection</b>	23 April 2012
<b>Telephone number</b>	07759496760

Blaby Pre-School Limited was registered in 2011. The nursery employs 10 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two hold appropriate qualifications at level 2. The pre-school opens from 9am until 3pm Monday, Tuesday, Wednesday and Friday, and Thursday 9am until 12 noon term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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