

Roseberry Pre-School

Sikh Community Centre, 106 East Park Road, Leicester, Leicestershire, LE5 4QB



Inspection date

16 December 2015

Previous inspection date

29 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 very good. Staff have a thorough knowledge of how individual children learn best. Staff assess children's progress regularly and identify any gaps in their learning. They plan each child's next steps in learning using detailed observations. Children are very well prepared for the next stage in their learning and for school.
- Children are challenged and stimulated very well. Staff use children's interests to engage them in well-focused activities. This helps children to make very good progress. Children's language skills are developed expertly by staff. This is a great strength of the pre-school. Parents are encouraged to become involved in children's learning.
- Children's well-being is given the highest priority. There are very good relationships between staff and children in a very happy, welcoming environment. Children's behaviour is excellent and staff manage this very effectively. Children's needs are extremely well met and they are emotionally secure. Staff demonstrate respect and kindness to help children to learn this positive behaviour.
- There is very effective monitoring of all aspects of the provision and of individual children's progress. Staff work as a strong team and there is continuous improvement in children's learning experiences. There are effective partnerships with other professionals and children are very well supported.

It is not yet outstanding because:

- Staff have yet to explore even further successful ways to guide parents so that a shared approach to children's learning is fully embraced.

What the setting needs to do to improve further

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

- strengthen partnerships with parents even further and explore more ways to involve them in supporting their children's learning at home.

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 coordinator.
- The inspector held a meeting with the pre-school coordinator and the centre manager. 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 a small selection of parents during the inspection and took account of their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff understand and implement rigorous policies to keep children safe. They are vigilant in their supervision of children and the premises are secure. The new pre-school coordinator has helped to bring about great improvements in the drive for continuous improvement. The management team has worked extremely well with staff to increase the quality of staff practice. They gather and analyse data about the progress of individual children and groups of children. This helps staff to focus their planning very effectively and to close any gaps in learning quickly. The continuous professional development of staff is precisely targeted. This has had a very positive impact on children's progress.

Quality of teaching, learning and assessment is good

Children choose from a wide range of toys and resources in an exciting, enabling environment. Two-year-old children explore the texture of artificial snow as they sprinkle it and watch it glitter on their hands. Staff help them to extend their sentences and to repeat phrases when they choose toys from a basket. They join in with action songs and respond very well to a visual timetable. Three- and four-year-old children learn to recognise letters and numbers. There are ample opportunities for children to make marks and practise forming letters in their names. Staff encourage more-reluctant children by sticking pictures of their particular interests on the page. This motivates them to want to write. Children really enjoy mixing cereal and syrup to make cakes. They take turns to stir the mixture and learn new vocabulary, such as 'squeeze'. Staff reinforce this and demonstrate how children can use the new words in sentences. Children visit the local park and shops to explore their environment. They sing many songs and rhymes and are very imaginative in the role-play areas. They use their own experiences to enhance their play and staff interact very well with children in these scenarios.

Personal development, behaviour and welfare are good

Children are emotionally secure and staff maintain consistency in children's care through daily communication with parents. Staff praise children frequently and value their opinions. Children gain confidence and good self-esteem. They learn to value other members of the community, such as elderly people and those who are disabled or who have special educational needs. Staff promote very good hygiene practice and teach children to care for their teeth. Children learn about the importance of exercise and healthy eating. Staff create valuable learning experiences at snack time. Children practise cutting and peeling their fruit. They count the pieces and recognise the colours. Children gain good social skills and staff develop children's language extremely well at these times.

Outcomes for children are good

All children, including those who receive funded education, are making very good progress in their early literacy and mathematical skills. Children are taught to share and take turns and to express their feelings. Staff help them to learn to be independent in their self-care routines. Children help to tidy up and to be responsible for tasks in their rooms.

Setting details

Unique reference number	226883
Local authority	Leicester City
Inspection number	1014151
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	30
Name of provider	Sikh Community Centre Playgroup - Summer Scheme Committee
Date of previous inspection	29 April 2015
Telephone number	0116 210 2570

Roseberry Pre-School was registered in 1993 and is run by a committee. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 to 4. The pre-school opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school also provides a summer scheme.

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