

Sileby Little Stars Pre School

Youth Centre, King Street, Sileby, Loughborough, Leicestershire, LE12 7NA



Inspection date	23 February 2016
Previous inspection date	2 December 2011

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

- Relationships with parents are good and support a shared approach to children's learning. Parents are warmly welcomed into the setting and staff keep them well informed about their children's achievements.
- Staff know the children well. They have a good understanding of how children learn and accurately assess their development. Activities are carefully planned and effectively move children forward in their learning.
- Staff are good role models and build positive relationships with children. Children respond positively to staff's guidance and clear expectations for their behaviour.
- Close regard is given to supporting children's communication and language. Staff quickly identify if children do not make expected progress in this area. They work with parents and other professionals to ensure action is taken to best support any gaps identified.
- Close attention is paid to the safety and welfare of children. The manager and staff have a secure understanding of child protection procedures, underpinned by a thorough safeguarding policy.

It is not yet outstanding because:

- Overall, staff receive good support from the manager in their professional development. However, systems are not fully successful in encouraging them to share good practice and strengthen their teaching skills further.
- On occasion, best use is not made of group activities in order to optimise all children's learning.

What the setting needs to do to improve further

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

- strengthen the arrangements for staff's ongoing professional development to share good practice and enhance the quality of teaching to an outstanding level
- consider new ways to make best use of group activities and optimise all children's learning.

Inspection activities

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

Inspector

Claire Jenner

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work well together and they are motivated to provide a high-quality setting. Safeguarding is effective. The manager ensures that all staff understand their roles and responsibilities through effective induction and supervision arrangements. Children's progress is carefully monitored. Staff regularly observe what children can do and keep clear records of their development. Parents speak highly of the welcoming staff and how much their children enjoy their time at the pre-school. Staff give parents helpful suggestions about how learning can be supported at home. Partnership working with other professionals and agencies is effective in providing consistent support for children who need additional help. Established links with local schools help staff to prepare children well for their future learning.

Quality of teaching, learning and assessment is good

Children are busy and happy. They enthusiastically take part in meaningful learning experiences that encompass the seven areas of learning. Teaching is good. Staff are responsive to children and know when to get involved and extend learning further. They ask children questions as they play, encouraging them to think and share their understanding. Children love to use their imagination as they make up and act out stories. In groups, they dress as their favourite characters and use available resources to create props. Children develop a love of books, listening to stories in groups or on a one to one with staff. There are plenty of opportunities for children to practise their early writing and mathematical skills inside and outdoors. Children use chalks, paint and pencils to make marks and begin to form recognisable letters. During everyday routines and activities they count and begin to solve simple sums. Children spontaneously count hoops as they jump from one to another. They work out how many children there are as another joins the queue to go outside.

Personal development, behaviour and welfare are good

Children play in a stimulating and vibrant environment. They benefit from a wide range of resources that are easily accessible and reflect their interests. Children take part in daily routines that promote their independence and self-esteem. They decide when they would like to have their snack. They show a strong sense of satisfaction when they find their name cards. This contributes to children's increasing confidence in their own abilities and helps prepare them for their move on to school. The key-person system works well and staff are sensitive to children's individual needs and personalities. Children's good health is promoted well. Staff teach children about foods that are healthy for them to eat. The acquisition of a safe and secure garden area means that children benefit from outdoor play and fresh air on a daily basis.

Outcomes for children are good

Children make good progress from their starting points on entry to the pre-school. They are confident, eager and interested learners. Their literacy and mathematical skills are developing well in readiness for their move on to school.

Setting details

Unique reference number	EY427923
Local authority	Leicestershire
Inspection number	852832
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	37
Name of provider	Rhonda Joan Thompson
Date of previous inspection	2 December 2011
Telephone number	01509 814522

Sileby Little Stars Pre School was registered in 2011. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The pre-school opens during term time only. Sessions are from 8.30am until 3pm Monday to Thursday, and 8.30am until 11.30am on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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