

# Sleaford New Life Preschool

New Life Centre, Mareham Lane, SLEAFORD, Lincolnshire, NG34 7JP



## Inspection date

1 March 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 hard-working manager and her team are extremely dedicated to improving and enhancing the lives of the children and families that they work with. Parents are extremely complimentary about the care and support children receive.
- The quality of teaching is very good. Staff provide a broad range of interesting and stimulating activities for children to enjoy. Accurate observation, assessment and planning help to ensure that children make good progress in their learning and development.
- Staff regularly gather and share information about children's progress with parents. They ensure that parents are fully informed about all aspects of children's care and learning.
- The pre-school has developed strong partnership working with other agencies and professionals. This ensures excellent support for disabled children and those with special educational needs.
- Children feel safe and are well cared for. They are happy, settled and ready to learn. They form warm relationships with staff and grow quickly in confidence.

### It is not yet outstanding because:

- Occasionally, the organisation of activities does not enable children to listen and concentrate on what they are doing and they become distracted by other activities taking place in the same vicinity.
- The evaluation of staff's practice is not yet sharply focused enough to raise the quality of teaching to a higher level.

## What the setting needs to do to improve further

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

- consider the organisation of activities so that children are able to listen and concentrate without distraction
- use rigorous evaluation of staff's practice to focus more precisely on driving the quality of teaching to a higher level.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- 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 took account of the views of children, staff and parents spoken to on the day of inspection.

### Inspector

Josie Mapes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and her team have a secure understanding of child protection procedures. They attend training to keep their knowledge up to date and are well aware of who to contact if they are concerned about a child in their care. The well-qualified staff are deployed effectively and work particularly well together. The pre-school promotes a positive culture where teamwork is highly valued. The manager and her team reflect on the service that they provide. They actively seek the views of parents to help continually enhance the quality of the provision.

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

Children's learning is closely monitored and support is put in place where gaps are identified. Children enjoy constructing a ramp out of large wooden blocks. They slide up and down the ramp and patiently wait for their turn. Staff take opportunities to ask questions and model language. For example, they ask children, 'How could you make it go faster?' Staff put a strong focus on promoting children's communication and language. They use a variety of techniques to support children's emerging language. Some examples of this are when they use picture cards and gestures, and always make sure that they are at children's eye level when talking to them. Children's starting points are initially agreed with parents and staff continually observe and assess their achievements to help improve all aspects of their learning.

### Personal development, behaviour and welfare are good

Children's welfare is given high priority. Settling-in arrangements and transitions to school are well planned. Children are familiar with the daily routines, helping to support their emotional well-being. For example, staff briefly turn off the light which tells children they have five more minutes to play before tidying away. This helps them prepare for change in a calm manner. Children have daily opportunities for exercise and fresh air, helping to promote their good health and support their physical well-being. They experience sociable mealtimes where they sit alongside their friends and staff. Children respond positively to the reminders that staff provide about the expectations for good behaviour. This helps them to keep themselves and others safe.

### Outcomes for children are good

All children, including those who receive additional funding, disabled children and those with special educational needs, are making good progress in their learning and development. Children develop self-confidence and good attitudes to learning. They acquire key skills in literacy and numeracy which prepare them well for starting school. Children are motivated to learn inside and outdoors. They eagerly investigate and enjoy the many experiences on offer. Children follow good hygiene routines and learn to manage their self-care needs successfully. They behave well and demonstrate kindness towards each other.

## Setting details

<b>Unique reference number</b>	EY476007
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	980376
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	57
<b>Name of provider</b>	New Life Church Ministries (Sleaford)
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01529304281

Sleaford New Life Preschool was registered in 2014. The pre-school employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications including two at level 4, one at level 6, one with Early Years Teacher status and two with Qualified Teacher Status. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

