

# Heather Pre-School

Main Street, Heather, Coalville, Leicestershire, LE67 2QP



## Inspection date

9 March 2016

Previous inspection date

11 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Effective deployment of staff and a well established key-person system helps children to form strong emotional attachments. Children show high levels of confidence and participate in activities with enjoyment.
- Staff observe, assess and plan for each child. They use accurate assessments to identify children's next steps in learning and plan a wide range of opportunities that help children build on what they know and can do. All children make good progress, given their starting points.
- Staff promote children's communication and language skills well. They have attended training in this area and have successfully implemented a range of approaches to help children make the best possible progress.
- Children benefit from a stimulating and challenging learning environment. They immerse themselves fully in their play. They are encouraged to make decisions for themselves as they choose from additional resources to support their ideas.
- Children behave well. They are secure in the daily routines, enjoy their chosen play activities and listen well to staff. Children receive lots of praise and encouragement, which builds their confidence and self-esteem.

### It is not yet outstanding because:

- Children are not provided with many opportunities to explore the similarities and differences between themselves and others.
- Strategies to engage all parents in sharing information about their children's learning at home are not fully effective.

## What the setting needs to do to improve further

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

- provide more opportunities for children to identify and explore the similarities and differences between themselves and others within the local community and wider world
- build on the current arrangements with parents to support a more consistent approach to 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 evaluated the range of activities on offer with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held a meeting with the pre-school manager and deputy. She looked at relevant documentation, such as the pre-school's self-evaluation form and evidence of the suitability of staff working in the pre-school and committee members.
- The inspector looked at children's records and a range of other documentation, including policies and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views, together with written questionnaires.

### Inspector

Alex Brouder

## Inspection findings

### Effectiveness of the leadership and management is good

The manager, staff and the pre-school committee members have a good understanding of their responsibilities. They have successfully addressed the previous actions from the last inspection. All committee members have completed appropriate vetting procedures to ensure they are suitable. Arrangements for safeguarding are effective. Staff understand their responsibilities and know the action to take should they have concern for a child's welfare. Regular training is completed and shared with all staff to ensure they keep abreast of relevant changes. Staff monitor the progress children make to ensure any gaps in development are quickly identified and planned for. Additional funding is used effectively to help narrow the gaps for all children. Systems for staff supervision and appraisals are effective. Staff use this time to acknowledge their skills and identify ways of continually developing their knowledge and practice.

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

Staff successfully build on children's interests and skills as they play. They ask them to name the shapes they make when building with construction. Staff help children to consolidate this knowledge as they ask them to find similar shapes in the environment. Staff provide a wealth of opportunities for children to practise their early writing skills both indoors and outdoors. Children begin to recognise their name as they self-register. Older children write their name on their work. Staff extend children's vocabulary during activities and show a genuine interest in what children are doing. Children's imagination is very good. During outdoor play, they act out the tale of the 'Three little pigs'. Children listen to the story intently, running away as the wolf blows down their house. Parents speak highly of the pre-school staff. They comment on the progress their children have made, particularly regarding their confidence, independence, and speech.

### Personal development, behaviour and welfare are good

Children rush into the pre-school with confidence and enthusiasm. They are happy to attend as they have positive relationships with staff and their peers. Children have good independence skills. They put on their own coats and manage their personal care well. They listen to guidance from staff on how to keep safe as they play. Children enjoy time outdoors each day. They have a covered area directly off the pre-school room, which they access freely. They use this space to draw, construct, and explore the mud kitchen. Children begin to understand the impact exercise has on their bodies. They talk about their heartbeat during active play, commenting, 'I can hear mine, it's loud'. Staff work closely with parents to ensure children are provided with a healthy packed lunch.

### Outcomes for children are good

All children, including those who receive additional funding, are making good progress from their starting points. They gain the necessary skills that help prepare them well for school. Children show a good understanding of early mathematics and use and handle books well. Children's transitions are supported well as staff have ensured that good links with children's future schools are established.

## Setting details

<b>Unique reference number</b>	226208
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1017801
<b>Type of provision</b>	Sessional 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>	45
<b>Name of provider</b>	Heather Pre-School Committee
<b>Date of previous inspection</b>	11 June 2015
<b>Telephone number</b>	07842834228

Heather Pre-School was registered in 1982. It opens Monday to Friday, during term time. Morning sessions are from 9am to 12 noon and afternoon sessions are from 12.30pm to 3pm. A lunch club is provided from 12 noon to 12.30pm. The pre-school employs six members of childcare staff who all hold appropriate early years qualifications. The manager holds a qualification at level 4 and five members of staff hold appropriate qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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