

Little Glendalers Pre School



Glendale Infant School, Skye Close, NUNEATON, Warwickshire, CV10 7LW

Inspection date

15 March 2016

Previous inspection date

20 July 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 provider is ambitious and aims to achieve the highest standards in care and education. Continuous improvements are carefully planned and well targeted to improve outcomes for children.
- Partnerships with parents are exceptional and a particular strength at the setting. The pre-school entirely values parents as partners. A high priority is placed on working closely with all parents to support children's care and learning.
- Staff provide a wealth of high-quality learning experiences for children, both inside and outside. As a result, children are eager to explore and develop a real thirst for learning.
- Staff have a good understanding of how to effectively promote children's learning. Children are making good progress in their learning and development.
- All staff are motivated and work very well together to create a secure, safe and vibrant learning environment for children. Ongoing professional development is well planned and staff share their knowledge with each other to improve their practice.

It is not yet outstanding because:

- Staff do not always sharply focus their teaching on promoting children's next steps in learning. This means children are not always challenged to make optimum progress and achieve at outstanding levels.
- Some staff do not always recognise when quieter children wish to join in with activities or discussions.

What the setting needs to do to improve further

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

- focus planning and teaching more precisely on helping children achieve their next steps in learning at a faster rate
- help staff recognise and focus more closely on supporting quieter children to make the best possible progress in their learning and development.

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 spoke to the provider and staff at appropriate times during the inspection.
- The inspector looked at children's learning records, the planning documentation and a range of other documentation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

The provider is organised and efficient. She has a clear understanding of her responsibilities in meeting and promoting both the learning and development and the welfare requirements. Staff work effectively with other professional agencies and parents to make sure that children's welfare and learning is fully supported. The provider monitors the progress of individual children and groups of children well. During the process of group monitoring it was identified that some boys were not engaging in as many activities to develop early writing skills. Staff attended specific training and introduced a variety of early writing activities to engage children, both indoors and outside. Arrangements for safeguarding are effective. Staff have a good awareness of how to keep children safe and maintain their well-being.

Quality of teaching, learning and assessment is good

All staff are qualified and skilled at promoting children's care, learning and development in all areas. Staff make regular observations and assessments of children's learning. They know children well and have an accurate view of children's abilities and what they need to learn next. Staff use focused, group activities to extend children's writing skills. Children enjoy copying patterns using whiteboards and pens. Staff encourage them to talk about the patterns they see and demonstrate how they might copy them. The popular mud kitchen area enables children to explore with enthusiasm, using their imagination to create a variety of pretend meals. Children develop the muscles in their hands and fingers as they manipulate dough. They offer visitors their creations of sausages and eggs. Staff teach children how to count reliably and say numbers in order as they count how many children are in pre-school. Children show they are beginning to recognise letters and words as they find their name cards when they enter nursery.

Personal development, behaviour and welfare are good

Children have warm, secure bonds with staff and settle well in this homely pre-school. Staff are positive role models and encourage children to take turns and share toys as they play alongside others. Staff inform children of their expectations. For example, when children tip toys out of boxes, staff remind them to tidy them away when they have finished playing. Children comment that they must use their listening ears and demonstrate good sitting during group time. Children enjoy a healthy and nutritious diet in the pre-school and demonstrate their growing independence. For example, they get their own plates and cups, pour their own drinks and help prepare their snacks, before tidying away their things afterwards. Children thrive in the outdoor area where they enjoy an abundance of resources and learning experiences.

Outcomes for children are good

All children, including those for whom additional funding is provided, make good progress. Children learn to be independent and they take responsibility for small tasks. They learn to behave well and follow the simple rules of the setting. Early reading, writing and mathematical skills are emerging. Consequently, children are gaining a range of key skills to prepare them for their future education at school.

Setting details

Unique reference number	EY345800
Local authority	Warwickshire
Inspection number	849399
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	25
Number of children on roll	50
Name of provider	Little Glendalers Pre School Limited
Date of previous inspection	20 July 2010
Telephone number	0779491827

Little Glendalers Pre School was registered in 2006. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds an early years qualification at level 2. One member of staff has Early Years Professional status. The setting opens Monday to Friday, from 8.45am to 11.45am and from 12.15pm to 3.15pm, during term time. The pre-school provides funded early education for three- and four-year-old children.

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