

Little Fingers Preschool & Out of School Club

Shree Ram Krishna Community Projects, Alfred Street, LOUGHBOROUGH,
Leicestershire, LE11 1NG



Inspection date

20 June 2016

Previous inspection date

16 October 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- At the time of the inspection the provider had not ensured that the required suitability checks were carried out on all members of the committee.
- Children are not given enough opportunities to consider their own ideas and share these with others. At times, staff are too quick to answer questions on children's behalf, rather than giving them time to think and respond for themselves.
- Although improved, teaching is not yet highly effective. The manager has not been as successful as possible in raising the quality of teaching to the very highest level, so that children consistently make rapid progress in their learning.

It has the following strengths

- Children who speak English as an additional language make good progress in developing their speaking and listening skills. Staff support them well to learn new vocabulary and build their confidence.
- Staff quickly identify children who may benefit from some additional help. They work with other professionals to ensure these children receive the support they need. These effective partnerships help to ensure that any gaps in children's learning are closed quickly.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- implement an effective system to check the suitability of members of the committee, including supplying the required information to Ofsted in a timely manner. 20/07/2016

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

- provide more opportunities for children to develop their skills in considering their own ideas and sharing these with others
- put in place effective methods to improve the quality of teaching further and increase the potential for children to consistently make rapid progress in their learning.

Inspection activities

- The inspector toured the premises and reviewed resources.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector looked at relevant documentation, including the pre-school's self-evaluation form, policies and procedures and evidence of the suitability of staff and committee members.
- The inspector spoke to children and members of staff at appropriate times throughout the inspection.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are confident about the procedures to follow should they have any concerns about a child's welfare. Robust recruitment and induction procedures are in place and are followed to check the suitability of all staff working directly with children, and those with direct responsibility for the running of the pre-school. However, at the time of the inspection not all of the new committee members had undergone the necessary suitability checks. That said, these committee members do not work directly with children and do not have responsibility for making decisions about the running of the pre-school, therefore the risk to children is minimal. Staff receive regular supervision and appraisal sessions to monitor practice and to plan for future training needs. Leadership and management are effective in evaluating practice. The manager and staff strive to provide high-quality care and education, as shown by the improvements made since the last inspection. Staff regularly exchange information with parents about children's daily experiences and care routines.

Quality of teaching, learning and assessment is good

The manager and staff know children well and they use this knowledge to offer effective support and guidance to help all children make good progress. All children are keen and active learners. Staff consider the children's interests and plan a wide range of stimulating activities that builds on their next steps in learning. Staff place a good emphasis on developing children's language and literacy skills. For example, when children first arrive, they encourage them to register themselves by reading their name on a card and putting it on the attendance board. Children enjoy looking at picture books and join in with action songs. They have fun developing their scissor control as they cut dough and pasta into different sizes. Staff introduce mathematical language, such as, bigger, smaller and enormous. Counting is promoted throughout the daily routine.

Personal development, behaviour and welfare are good

Children's personal, social and emotional development are supported well and they show that they feel safe and secure. They receive lots of encouragement and praise and behaviour is good. Children thoroughly enjoy being in the well-resourced environment. Staff teach children to become physically active and to move skilfully and confidently. They visit the local park where they learn to manage small risks as they play. Children follow good hygiene practices. They have a variety of fruits and healthy drinks for snack time. Children are encouraged to be independent and to do things for themselves. They help themselves to snack and pour their own drinks.

Outcomes for children are good

All children make good progress from their starting points. They have good opportunities to practise holding a pencil as they write for different purposes. They learn to recognise their name in print and explore letters and the sounds these make. Children develop good confidence and self-esteem as they prepare for the next stages of their education.

Setting details

Unique reference number	EY398605
Local authority	Leicestershire
Inspection number	1031123
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	2 - 4
Total number of places	24
Number of children on roll	33
Name of registered person	Shree Ram Krishna Community Project
Registered person unique reference number	RP903062
Date of previous inspection	16 October 2015
Telephone number	01509 232401

Little Fingers Preschool & Out of School Club was registered in 2010. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one at level 4. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12pm and from 12.30pm until 3.30pm. The out-of-school club runs during some school holidays, subject to demand. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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