

The Preschool Group

St Philip's Church Hall, Evington Road, Leicester, LE2 1QJ



Inspection date

30 June 2016

Previous inspection date

21 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager is passionate about her role and demonstrates effective leadership skills. She has high expectations for the level of care and learning that children receive at the pre-school. Significant improvements have been made since the last inspection.
- The pre-school is well established within the community, many parents return with younger siblings. Parents speak very positively about the care and education their children receive and the guidance they get to support their learning at home.
- 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 have formed secure attachments with their key person. Staff know their key children extremely well and respond attentively to their needs. This helps children to settle and supports their emotional well-being.
- The pre-school has developed good links with children's future schools. Staff share valuable information about children's achievements. They help children to be aware of the changes and expectations in preparation for moving on.

It is not yet outstanding because:

- Some opportunities for children to be further challenged in their thinking and solve problems for themselves are overlooked.
- Systems to compare the progress made by different groups of children, in order to confirm that no group is disadvantaged or likely to fall behind, are not yet fully established.

What the setting needs to do to improve further

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

- consistently recognise and extend opportunities for children to think critically and solve their own problems as they play and learn
- establish better arrangements to compare the progress made by different groups of children, in order to confirm that no group is disadvantaged or likely to fall behind.

Inspection activities

- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- 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 spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the self-evaluation, policies and procedures and evidence of the suitability of staff working at the pre-school.

Inspector

Teresa Lester

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend safeguarding training and know exactly what action to take should they have concerns about the welfare of a child. Staff complete risk assessments and daily safety checks, enabling them to identify and minimise any potential hazard. Ongoing supervision and appraisals of staff enable individual learning needs to be identified and addressed. Staff make good use of training, which has a positive impact on the quality of the provision. The manager collates staff ideas and gathers views and opinions from parents as part of the setting's evaluation process. This helps to ensure that the pre-school continuously develops and moves forward.

Quality of teaching, learning and assessment is good

Staff observe children as they play to find out about their learning and development. They use this information well in order to plan a range of activities that excites, motivates and interests children. There is a good balance between adult-led and child-initiated activities. The quality of teaching is good. Children listen attentively as staff tell them a story. They enjoy using props and puppets to act out stories and rhymes. Older children are keen to show their writing skills and many are confident at writing their names. The early years pupil premium funding is used effectively to enhance resources, promote social skills and encourage children to get more deeply involved in maths and literacy activities.

Personal development, behaviour and welfare are good

Children are learning to develop a healthy lifestyle. At snack times, children and staff discuss fruit and vegetables, promoting positive attitudes to healthy eating. Children enjoy play outside every day. They water plants and discuss how they grow. Children's physical skills are promoted successfully. They show great pleasure in riding tricycles and dancing to music. Children behave well. Staff are positive role models and consistently reinforce the pre-school's rules and expectations. Children are kind to one another. Children self-assuredly use the pre-school's large egg timers to help them take turns with the bikes. Staff create a culture that values and celebrates diversity. They understand the importance of promoting children's regard for each other and their unique backgrounds. As children make cards for Eid they talk about how Eid is celebrated.

Outcomes for children are good

Children demonstrate a positive attitude towards their learning. All children, including those in receipt of additional funding, make good progress from their starting points. This includes children who speak English as an additional language. Children are confident and inquisitive learners. They show great pride in their achievements, showing staff what they have made. Children are independent in managing their self-care needs. Pencil control is developing well and they make very good progress in their mathematical development. Staff prepare children well for the next stages in their learning.

Setting details

Unique reference number	258305
Local authority	Leicester City
Inspection number	1029183
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 - 5
Total number of places	26
Number of children on roll	43
Name of registered person	The Pre - School Group Committee
Registered person unique reference number	RP906688
Date of previous inspection	21 September 2015
Telephone number	07960942787

The Preschool Group registered in 1994. The pre-school employs five staff. Of these, three hold appropriate early years qualifications at level 3 and two are qualified at level 2. The pre-school from Monday to Friday, term time only. Sessions are from 9am until 12 noon and from 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

