

St. Laurence Pre-school and Club 11 Ltd.



St. Lawrence Preschool & Club 11 Ltd, Broad Street, Long Eaton, NOTTINGHAM, NG10 1JH

Inspection date

30 September 2016

Previous inspection date

18 December 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

- Teaching is consistently good. All staff are skilled at promoting children's communication and speaking skills. They value children's questions and naturally respond with clear explanations to enhance their learning.
- The well-qualified leadership team is very experienced in supporting vulnerable families. Successful relationships with other professionals and agencies ensure all children, including those who have special educational needs or disability, receive the specific support they require.
- Positive relationships with parents and carers enhance the children's learning, both in the setting and at home. Parents and carers highly value the support staff give them.
- The management team and staff work very well together. They implement focused improvement plans which help them to effectively raise the quality of the provision. They have successfully addressed the actions set at the last inspection.

It is not yet outstanding because:

- Methods for checking on staff performance are not yet embedded well enough to raise the quality of teaching to exceptional levels.
- Staff do not fully reflect on the different ways in which children like to learn when planning activities, so that children are highly engaged and achieve at the highest level.

What the setting needs to do to improve further

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

- strengthen the procedures in place to monitor staff practice more precisely and increase the potential to drive the good quality of teaching even higher
- focus even more precisely on the different ways in which children like to learn to increase the potential for each child to achieve at the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on the children's learning.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the manager and deputy manager.
- The inspector spoke with the manager, deputy manager and staff, and interacted with children at appropriate times throughout the inspection.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff and discussed the setting's improvement plans.
- The inspector took account of the views of a small number of parents and carers spoken to during the inspection.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff thoroughly understand the procedures to follow should they have concerns about a child's welfare. They are aware of their duty to prevent children being drawn into situations which may put them at risk of harm. The management team uses the additional funding children receive resourcefully, to further promote children's learning and support their emotional well-being. Staff have high expectations of what each child is able to achieve. They regularly evaluate how children use the environment and adapt it to meet the changing needs of the different ages of children who attend. Overall, the leadership and management team mentors and supports staff well. A targeted programme of professional development and in-house training opportunities help to enrich staff's childcare knowledge and practice.

Quality of teaching, learning and assessment is good

Staff use effective monitoring systems to help them quickly identify any gaps in individual or groups of children's learning. Where children's starting points are below those of other children their age, assessments show they make good progress and gaps in their development are narrowing. Staff successfully use resources and link activities that relate to the children's current interests. Children have sufficient time to start and conclude their own play. This gives them time to explore, develop their independence and promote their imaginative skills. Children are keen learners. They eagerly share their next step certificates with their parents and carers, showing pride in their accomplishments.

Personal development, behaviour and welfare are good

The indoor and outdoor environments are well organised and provide many opportunities for children to be physically active. Staff are very good role models. As a result, children know what is expected of them and show high levels of cooperation and respect. Young children share their toys well. They enjoy the responsibility of small tasks, such as setting the table and passing cups to their friends. Young children demonstrate good thinking skills. They anticipate a banana will be easier to cut because it is softer than an apple. All children settle quickly into this warm, welcoming and friendly environment. Staff skilfully support children's moves within the setting and prepare them emotionally for their eventual move on to school. Experiences within the wider community, such as going on nature walks and visiting the library, help to build on children's understanding about the similarities and differences between themselves and other families and communities.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points. Older children develop their imagination. They bandage their friends and check their heartbeat using a stethoscope. Young children readily line up and count their friends, reciting numbers in the correct sequence. Children recognise rhythm in songs and stories. Also they are starting to hear and say the initial sounds in words. Children are learning the skills that help them to be ready for school.

Setting details

Unique reference number	257860
Local authority	Derbyshire
Inspection number	1035365
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	50
Number of children on roll	90
Name of registered person	St Laurence Pre School & Club 11 Limited
Registered person unique reference number	RP903579
Date of previous inspection	18 December 2015
Telephone number	0115 9721405

St. Laurence Pre-school and Club 11 Ltd was registered in 2001. It is situated in Long Eaton, Derbyshire. The setting employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and one at level 2. The deputy manager has gained early years professional status. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for two-, three-, and four-year-old children. It supports children who have special educational needs or disability and those who speak English as an additional language.

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