

Hall Lane Pre-School

Hall Lane Methodist Church, Hall Lane, Whitwick, Coalville, Leicestershire, LE67 5PF



Inspection date

9 January 2017

Previous inspection date

4 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 and staff have high expectations of what children can achieve. They work with other professionals to ensure all children, including those who have special educational needs, make good progress in their learning.
- Children build strong friendships with each other. This contributes to their enjoyment of pre-school and supports the development of their social skills, such as taking turns and sharing.
- Staff work in partnership with parents. Parents are kept informed of their children's progress and how to guide their learning at home.
- Staff promote a warm and friendly environment in which children thrive. Children are eager to attend and happily greet staff and friends. Parents comment that children ask to attend pre-school at the weekend.
- Staff accurately assess children's learning and development. They use this information to plan the next steps in children's learning effectively. Older children are very well prepared for their move to school.

It is not yet outstanding because:

- The system for monitoring staff practice does not sufficiently evaluate staff's teaching skills in order to develop their practice to an outstanding level.
- Staff do not organise resources well enough to help children extend their creative skills.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice and increase the potential to raise the quality of teaching to an outstanding level
- help children to explore and develop their creative skills further.

Inspection activities

- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the pre-school's policies and evidence of the suitability of staff.
- The inspector observed the quality of teaching and the impact this has on children's learning, both indoors and outdoors.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke with staff and children during the inspection.
- The inspector took into account the views of parents.

Inspector

Jane Millward

Inspection findings

Effectiveness of the leadership and management is good

The manager has worked hard to maintain the good quality of provision since the last inspection. She has kept up to date with developments in childcare practice and taken appropriate steps to make sure staff are clear about their roles and responsibilities. The arrangements for safeguarding are effective. Staff are vigilant and consistently follow policies and procedures, which ensures children's safety and well-being. For example, the robust arrangements for children arriving and leaving the pre-school are implemented effectively. The manager has systems in place to evaluate the quality of provision. She gathers the views of staff, parents and children and uses this knowledge to plan further improvements to the provision.

Quality of teaching, learning and assessment is good

The experienced staff team knows the children well. Staff have a good knowledge of the learning requirements of early years children. Staff skilfully adapt their teaching styles to meet the needs of younger children in the pre-school. This helps young children to settle well, develop secure attachments and develop their skills across all areas of learning. Parents provide detailed information about their children when they start. They continue to share information with staff about their child's learning at home and take delight in sharing their child's achievements with Wow moments. This enables a shared approach to children's learning. Staff skilfully promote children's mathematical skills as they play. For example, children enjoy playing with model farm animals. They show high levels of concentration as they practise their counting skills and sort the animals, ordering them by size.

Personal development, behaviour and welfare are good

Children show high levels of independence. They are encouraged to take on responsibilities of small tasks within the pre-school. This helps them to develop an understanding of and consideration for others. For example, children are proud to be selected as snack monitors. In this role, they invite children to take a seat, ask what they would like to eat and serve the food and drink. Children respond politely, saying please and thank you. Staff are good role models. They have high expectations of behaviour and communicate this to children through regular praise and clear and consistent guidance. Children understand the importance of good hygiene routines, such as handwashing. They enjoy explaining their knowledge of this after handling a worm outdoors.

Outcomes for children are good

All children make good progress in their learning from their starting points. They are well prepared for the next stage in their learning or their move to school. Children are highly motivated about their learning and confidently attempt new challenges. They listen attentively and enthusiastically join in with familiar stories and rhymes. Children develop early literacy skills. They are keen and eager to write their names on their work. They share their pride in this with staff and visitors.

Setting details

Unique reference number	226206
Local authority	Leicestershire
Inspection number	1063776
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	26
Number of children on roll	29
Name of registered person	Community Pre-Schools Partnership
Registered person unique reference number	RP521516
Date of previous inspection	4 October 2013
Telephone number	07794905974

Hall Lane Pre-School was registered 1996. It is part of a group of three early years settings. The pre-school is open Monday to Friday from 9.30am until 12.30pm, during the school term. The pre-school employs four members of staff. The manager holds early years professional status and all other members of staff hold relevant early years qualifications at level 3.

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