

Belton Pre-School

Old School House, 21 Church Street, Belton in Rutland, Oakham, Rutland, LE15 9JU



Inspection date

13 December 2016

Previous inspection date

9 May 2016

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, staff and members of the committee have worked exceptionally hard since the last inspection to develop the quality of practice of the pre-school. All actions and recommendations have been addressed. Staff have received support from their local authority advisor. In addition, they have been inspired from guidance provided by another practitioner who acts as a 'critical friend'.
- The manager, staff and committee are reflective practitioners. They have identified the strengths and weaknesses of the pre-school taking into account the views of parents and children.
- Partnerships with parents are particularly strong. Parents feel welcome, supported and fully informed about their children's progress.
- Staff gather detailed information about what children already know and can do at home. They make regular assessments of their learning. This enables them to plan activities that provide children with appropriate challenges for their next steps in learning.
- Children form secure emotional attachments with staff. Genuinely caring staff praise children's achievements. Children demonstrate they are confident, happy and settled.

It is not yet outstanding because:

- Although processes for performance management and supervision of staff are in place, the manager does not yet critically evaluate staff's teaching skills enough to develop their practice to an outstanding level.
- Although staff monitor the progress of individual children well, effective ways to compare the progress of different groups of children is 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:

- build on the current arrangements for performance management of staff to drive the quality of teaching to an outstanding level
- refine the systems to monitor and track the progress of different groups of children to ensure that all children continue to make consistently good or better progress.

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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, and evidence of the suitability of staff working in the pre-school. The inspector also discussed the pre-school's self-evaluation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Ann Lee

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff demonstrate a commitment to ensuring that children are provided with activities and opportunities that will help them to reach their full potential. They have taken a positive approach since the previous two inspections to improve the practice of the setting and raise outcomes for children. This, amongst other initiatives, has resulted in establishing a cluster group of local settings to share good practice and to access training opportunities. The arrangements for safeguarding children are effective. The manager and her staff have a good understanding of how to manage any child protection concerns. Policies, procedures and risk assessments are implemented in practice to ensure that children are kept safe at all times. Recruitment of staff is robust. Staff receive regular appraisals, in order to ensure that they remain suitable to be working with children.

Quality of teaching, learning and assessment is good

Staff have high expectations of what children are able to achieve. They skilfully interact with children as they play. Children are supported to be effective communicators. During group activities they have fun guessing what comes next in the pre-school day. Children develop their imagination as they play alongside a member of staff. They decide to make a shop and together they talk about the types of food that they would like in the shop. Children's early mathematical development is continually promoted as they play. For example, they learn about height and comparison as they have opportunities to mark where their head comes to on the pre-school wall. Staff plan varied and imaginative one-to-one activities that contribute towards closing any gaps in children's learning. The outdoor area allows children to develop their physical and creative skills. For example, children create their own obstacle course or make marks in the muddy area.

Personal development, behaviour and welfare are good

Children are developing good independence skills. They are encouraged to do things for themselves. Children are supported to prepare their own fruit for their snacks, pour their own drinks and take care of their own personal needs. They know that if they wish to play on the grass they need to put on their Wellington boots. Children's behaviour is good. Staff are positive role models to children. They help them to share and take turns. Children are learning the importance of developing a healthy lifestyle. They spend lots of time in the fresh air and enjoy healthy snacks. In addition, staff support parents to consider the nutrition and quantity of food that they include in their children's lunchboxes.

Outcomes for children are good

All children, including those who have special education needs and/or disabilities and those children for whom the setting receives additional funding, are making very good progress from their initial starting points. Any gaps in children's learning are quickly identified to ensure that they receive the help that they need. Children are confident and show interest and enthusiasm in their learning. They are acquiring key skills that will prepare them for the next stage in their learning or move to school.

Setting details

Unique reference number	254360
Local authority	Rutland
Inspection number	1052755
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 - 4
Total number of places	24
Number of children on roll	27
Name of registered person	Belton In Rutland Pre-School Playgroup Committee
Registered person unique reference number	RP524042
Date of previous inspection	9 May 2016
Telephone number	01572 718744

Belton Pre-School was registered in 1992. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications ranging from level 2 to level 5, including one with early years teacher status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm, Monday, Wednesday and Thursday, and from 9am until 1pm on Tuesday and Friday. 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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