

Ullesthorpe Pre-School

Main Street, Ullesthorpe, Lutterworth, Leicestershire, LE17 5DH



Inspection date

8 May 2017

Previous inspection date

29 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Assessments of children's learning are not frequent or precise enough. This means that not all children are provided with enough challenge to make good progress in their learning.
- Staff do not consistently gain information from parents about children's interests and achievements at home. Furthermore, they do not involve parents when planning for children's next steps in learning.
- At times, the monitoring of staff practice does not precisely identify the support they need to help them raise the quality of their teaching to a higher level.
- The manager does not effectively monitor the progress made by individual or groups of children to ensure that there are no gaps in their learning. As a result, not all children make fast enough progress.
- The self-evaluation process is not robust enough to accurately identify areas where there are weaknesses in practice and improvements are needed.

It has the following strengths

- Children's personal, social and emotional development is supported well by staff. Children understand the behaviour expected of them. They respect staff and their friends and demonstrate positive social skills.
- The outdoor area provides exciting play opportunities for all ages and effectively supports children who prefer to play and learn outside.

What the setting needs to do to improve further

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

Due Date

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| <ul style="list-style-type: none"> ■ improve how well staff observe and assess children's learning, in order to consistently identify where children are in their development and to plan more precisely for the next steps in their individual learning so that they make good progress. | 22/05/2017 |
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To further improve the quality of the early years provision the provider should:

- strengthen opportunities for parents to share information about their children's achievements at home and involve parents more when planning children's next steps in learning to further promote consistency in children's learning and development.
- develop the existing monitoring of staff practice to more precisely tailor the support given to them and help raise the quality of teaching to a higher level
- develop the systems for monitoring the progress that individual and groups of children make to gain a clear picture of any children who are at risk of not making the best possible progress
- refine the process of self-evaluation to more accurately identify weaknesses in practice and areas for improvement.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager/provider.
- The inspector held a meeting with the pre-school manager/provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Tina Garner

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager is supportive of staff, children and their families. Staff benefit from ongoing supervision and regular professional development opportunities. For example, staff attend a variety of training courses to support children's development, such as how to encourage their communication skills. Some self-evaluation is in place. However, this is not strong enough to identify all areas where improvement is needed. Staff lack confidence in some aspects of their practice, for example, planning activities that match individual children's next steps in learning. Arrangements for safeguarding are effective. Children are continually supervised because staff deployment is addressed well in both the indoor and outdoor play areas. Staff are aware of their responsibilities to protect children from harm. They ensure risk assessments are sufficient and that all areas of the pre-school are clean and safe for children.

Quality of teaching, learning and assessment requires improvement

Staff do not assess children's progress well enough. In addition, the manager is not yet monitoring the progress of individual or groups of children. This means that planning is not precisely focused so that any gaps in learning close rapidly and children are supported to make good progress in all areas of learning. In spite of this, children enjoy their time in the pre-school. They have periods of free play where they access plentiful resources indoors and outside, make choices and follow their own play interests. Children enjoy creative activities. They make marks with pencils and pens, and mix colours using paint. Children play cooperatively with their friends as they imaginatively dress up as superheroes and princesses. They explore emptying and filling containers with water, sand and peat. Staff play alongside the children and ask pertinent questions to encourage them to think for themselves and share what they know.

Personal development, behaviour and welfare require improvement

Children are not always successfully inspired or encouraged to make as much progress as they can. Nevertheless, the bright and airy environment is well resourced. Caring and understanding staff help children to settle and play happily. Good hygiene practices are in place and children are effectively supported to manage their own self-care during routines. Children are encouraged to be independent, for example, they help to prepare their own snack and pour their own drinks during snack time. This builds their confidence and self-esteem, and helps to prepare them for school.

Outcomes for children require improvement

All children, including those in receipt of funding, gain some of the basic skills needed to support their development. However, not all children make consistently good or better progress to ensure they are fully prepared for the next stages in their learning. Children learn to use good manners and understand the importance of sharing and being kind to others. They capably make choices and initiate their own learning.

Setting details

Unique reference number	EY313962
Local authority	Leicestershire
Inspection number	1092460
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	34
Name of registered person	Ullesthorpe Pre-School Limited
Registered person unique reference number	RP907560
Date of previous inspection	29 June 2015
Telephone number	01455208375

Ullesthorpe Pre-School registered in 2005 and is managed by a committee. The pre-school employs five members of staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens on Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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