

# The Village Pre School and Kids Club



St. Lawrence C of E Primary School, Lower Church Road, Skellingthorpe, Lincoln, Lincolnshire, LN6 5UZ

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 19 June 2017  |
| Previous inspection date | 16 April 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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 provider is passionate and committed to providing good quality care and learning for children. This vision is shared by the management team and staff. The provider is organised and systematic with her policies and procedures. This helps to ensure that all staff know their roles and responsibilities well.
- Communication and language development are given high priority. Staff skilfully ask questions that prompt children to talk about home and what they are doing. Children have articulate conversations with staff and visitors.
- Staff have good relationships with parents. They communicate well with parents and share hints and tips so that they can extend children's learning further at home. Parents speak positively about their child's experience in the pre-school.
- Staff have a very good relationship with the host school. They share information about children's learning and invite teachers into the pre-school to observe the children before they start school. This helps to promote continuity of learning and contributes to children's emotional security when the time comes to move on.

### It is not yet outstanding because:

- The organisation of the toys and resources does not always help children to easily make independent choices and lead their own play.
- Occasionally, staff prioritise daily routines over children's play, which means children have not completed their chosen task.

## What the setting needs to do to improve further

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

- review the organisation of resources and enable children to build even further on their own play and ideas
- improve opportunities for children to fully explore activities and resources without interruption so they can complete tasks to their satisfaction.

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

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

The provider and staff have a good knowledge of how to safeguard children. They know the signs that would give rise to child protection concerns and the procedures to follow to report such concerns. The provider encourages staff to access training to enrich their own professional development. This has a positive impact on children's progress. The provider has regular meetings with staff to help ensure their ongoing suitability. The provider has an ongoing commitment to raising standards and ensuring children benefit from a consistently evolving pre-school. She seeks the views of staff, parents and children to identify areas for improvement. The provider has used some additional funding to develop a sensory kitchen for children to increase their mathematics and physical skills. This helps to close gaps in this aspect of children's learning effectively.

### Quality of teaching, learning and assessment is good

Staff know their individual key children well. They use observations to monitor children's progress and to identify what they need to learn next. Staff encourage children to use a tape measure to compare the size of carrots they have grown. This helps to develop their knowledge of mathematical concepts. Staff quickly build on children's interests and extend their learning. Children find bugs in the soil, and staff provide them with 'bug lookers' so they can briefly capture the bug to continue their curiosity. Staff are engaging and animated. Children listen well at 'welcome time' and actively engage in story time as they anticipate the next line in a sentence. This contributes to their listening, attention and literacy skills.

### Personal development, behaviour and welfare are good

Staff invite children to attend settling-in sessions with their parents before starting. This helps children to settle quickly and easily. Staff develop strong attachments with the children. This contributes to children's emotional security. Children behave well. Staff remind them to use good manners and help them learn how to share and take turns. Staff vigilantly promote children's health and well-being. During extreme temperatures, staff remind children to keep drinking water to stay hydrated and encourage them to take a rest to conserve their energy.

### Outcomes for children are good

Children, including those in receipt of funding, make good progress from their starting points in their learning and development. They demonstrate good independence skills. Children go to the bathroom without help and independently manage their own lunchboxes. They use their hands and a variety of tools to manipulate dough. This helps children to promote their developing physical skills. Children gain key skills in readiness for school and their future learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY283153  |
| <b>Local authority</b>                           | Lincolnshire  |
| <b>Inspection number</b>                         | 1091940   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 10  |
| <b>Total number of places</b>                    | 24  |
| <b>Number of children on roll</b>                | 45  |
| <b>Name of registered person</b>                 | Lynn Heath Graham   |
| <b>Registered person unique reference number</b> | RP906798  |
| <b>Date of previous inspection</b>               | 16 April 2015   |
| <b>Telephone number</b>                          | 07986 225 701   |

The Village Pre School and Kids Club registered in 2004. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, including one with early years professional status. The provider holds an early years degree. The pre-school opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The pre-school offers a before- and after-school club and a pre-school provision within these hours. The pre-school provides funded early education for two-, three- and four-year-old children.

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