

# Precious Times

Swiftsure Crescent, GRIMSBY, North East Lincolnshire, DN34 5QN



<b>Inspection date</b>	29 June 2017
Previous inspection date	4 June 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 manager and staff have worked closely together to improve quality and address issues raised at the last inspection. Children develop their awareness of their local community and people who help them.
- Staff support children's early communication and language skills well. They use clear, simple words when speaking to children and give them the time they need to respond to the range of good questions they ask them.
- Staff use observations and assessments to closely identify children's levels of learning and what they need to learn next. Children are keen to learn and make good progress.
- Staff provide an environment that is nurturing and welcoming. They foster children's emotional and physical well-being very well. Children are extremely happy, confident and motivated to play and explore.
- Staff are consistent in their approach to managing children's behaviour. They provide children with lots of praise and talk to them about their own and others' feelings.

### It is not yet outstanding because:

- Staff do not always successfully share information with parents about how they can continue to support their children's learning at home, to fully include them in their children's development.
- Although clear processes are now in place to review and evaluate the impact of any plans or improvements made, managers do not yet evaluate this critically enough in order to raise the quality of the provision further.

## What the setting needs to do to improve further

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

- provide parents with more support and advice to help guide their children's learning at home
- evaluate the plans of the areas which have been identified for development and review the impact that improvements have made, in order to aim towards delivering the highest possible quality provision for children.

### 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.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector took account of the written views of parents.

### Inspector

Michelle Drury

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff promote the safe use of mobile phones and cameras. They have a good understanding of the signs and symptoms of abuse and where to report any concerns they may have regarding children's welfare or safety. Staff work well in partnership with other professionals to support children's individual needs. This is particularly effective for children who have special educational needs and/or disabilities. Parents comment that their children look forward to attending and staff know them well and provide a warm and welcoming environment. Staff attend mandatory training to keep updated with any changes to legislation, policy and practice. They have individual discussions with the manager which help to develop their effectiveness in working with children and to improve their teaching skills.

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

Children arrive with enthusiasm and are eager to participate in activities which are based on their interests. They confidently choose resources and have access to an extensive range of craft and malleable materials. This helps them to investigate different ways of doing things. The manager monitors and tracks the progress of individual and groups of children. This means she has a clear overview of all children's progress and she uses this to make sure children receive additional support when necessary. Staff provide children with many opportunities to extend their literacy skills. For example, they encourage children to recognise their names as children use salt to make marks. Staff encourage children to share their ideas and experiences and stimulate purposeful conversations. Staff have strong partnerships with the host school.

### Personal development, behaviour and welfare are good

Staff are welcoming, caring and sensitive in supporting children's individual care needs. They ensure children's emotional well-being is well supported and strong relationships exist between staff and all children. Children demonstrate confidence when practising their physical skills. For example, they play with bubbles and play on the ride-on toys. Children are enthused as they explore outside using magnifying glasses to look for insects. They learn about the importance of adopting healthy lifestyles. They enjoy an extensive range of healthy snacks, and fresh air and exercise in the outdoor play area. Staff teach children to do things for themselves whenever possible to help promote their independence. For example, children wash their hands, put on their own boots and coats, and are encouraged to zip them independently.

### Outcomes for children are good

All children, including those for whom the provider receives funding, make good progress from their starting points. Children develop their literacy skills as they enthusiastically join in with familiar songs and rhymes. Children develop a growing awareness of information technology as they play a selection of educational games on a tablet computer. They develop their imaginations as they participate in imaginary play using a range of role-play resources. Children are highly imaginative, curious and enthusiastic learners. They are well prepared for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY275188
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	1091844
<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>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	Precious Times Childcare Services Ltd
<b>Registered person unique reference number</b>	RP901352
<b>Date of previous inspection</b>	4 June 2015
<b>Telephone number</b>	01472872143

Precious Times registered in 2003. It employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. Precious Times opens from Monday to Friday all year round. Sessions are from 8.50am until 3.20pm. The breakfast club sessions are from 7.45am until 8.50am and the after-school club opens from 3.20pm until 6pm. A holiday club runs during the school holidays from 7.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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