

Little John's Pre-school

St John the Baptist Church, Clarendon Park Road, Leicester, LE2 3AD



Inspection date

6 September 2017

Previous inspection date

24 March 2014

| 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

- Relationships with parents are strong. Staff keep them well informed about their children's progress and provide helpful support and guidance when required. Parents are very appreciative about the warm, caring greeting their children receive every day.
- Children are very well behaved and thoughtful. Staff successfully help them to develop independence, confidence and self-awareness.
- Overall, the quality of teaching is good. Staff share information on a daily basis and this helps them to meet children's individual needs.
- Staff are good role models for children. They provide a well-structured learning environment. This encourages children to self-select their activities and learn purposefully.
- Children are engaged in their learning and make good progress from their starting points. Staff plan activities that help promote children's curiosity and interest.

It is not yet outstanding because:

- Managers do not thoroughly monitor the progress between different groups of children to help ensure gaps in learning are swiftly identified and closed.
- Some staff do not always make use of opportunities to support the development of speech for younger children.
- Older and more-able children are not fully supported to continue to develop their critical-thinking skills to help them achieve at the highest level.

What the setting needs to do to improve further

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

- extend the monitoring of the progress of different groups of children and use the information to help children to make the best possible progress
- provide more support for the development of young children's speech and language skills
- enhance the opportunities for older and more-able children to develop their critical-thinking skills and achieve at the highest level.

Inspection activities

- The inspector observed the quality of teaching activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. He 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

Peter Towner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand how to keep children safe, secure and protected from harm. Meticulous recruitment and vetting procedures help to ensure staff's suitability for their roles. Staff are trained in child protection procedures and have a secure knowledge of how to identify and address any concerns. The management team supports staff to improve through appraisals, supervision, and daily interactions. Managers evaluate all aspects of the pre-school's provision and make ongoing, thoughtful improvements. Effective monitoring of children's individual progress is regularly completed. Information from assessment tracking is used by staff to make changes to the provision, supporting the individual needs and interests of all children. Staff access training to enrich their own professional development. This has a positive impact on children's progression to their next steps in learning.

Quality of teaching, learning and assessment is good

Staff plan a broad range of activities. They work closely with parents to support children's next steps in learning. Children are eager to join in and have a go. They show determination and perseverance during purposeful play activities. For example, children use puzzles and games to match sounds and letters to support their early reading skills. Staff enthusiastically engage children in looking at books that they select for themselves. Children respond positively and point to the pictures retelling the stories. Children use their small-muscle skills in various ways. For example, they use a variety of tools to cut, shape and make models out of play dough. Children develop good mathematical skills. They count as part of daily routines and identify shapes and patterns.

Personal development, behaviour and welfare are good

Staff provide a welcoming and friendly pre-school. The environment and resources are thoughtfully presented. Children are motivated to explore and staff respond to their interests well. They are confident and move around the room demonstrating their independence as they choose activities and toys to play with. Children carefully listen to instructions and assist with tidying the toys away when they are asked. All children develop a positive understanding of healthy lifestyles. They follow good hygiene procedures. As an example, they regularly clean their teeth after snacks. Children enjoy the benefits of daily exercise and learn about healthy food options. Staff teach children to learn important values, such as respecting similarities and differences between others.

Outcomes for children are good

All children including those who receive funded education are making at least expected progress from their individual starting points. Children recognise numbers and are keen learners. They are beginning to understand that print has meaning. Children practise writing their name and enjoy making marks with a range of materials. They have good physical skills and move in a variety of ways. Children are sociable, inquisitive and enjoy trying out new things. They are gaining the key skills to support their future learning, including their move on to school.

Setting details

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|--|------------------------------------|
| Unique reference number | 226940 |
| Local authority | Leicester City |
| Inspection number | 1101804 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 42 |
| Number of children on roll | 23 |
| Name of registered person | Little John's Pre-school Committee |
| Registered person unique reference number | RP523195 |
| Date of previous inspection | 24 March 2014 |
| Telephone number | 07939132440 |

Little John's Pre-school registered 1993. The pre-school employs five members of childcare staff. Of these, three hold an appropriate early years qualification at level 3, one at level 6 and one with qualified teacher status. The pre-school opens from Monday to Thursday term time only. The morning session is from 9am to midday and the afternoon session is from midday to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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