

# Leaps & Bounds Preschool

Chapel Gatehouse, Oat Street, Evesham, Worcestershire, WR11 4PT



## Inspection date

8 September 2017

Previous inspection date

19 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 managers have worked hard to address the weaknesses identified at the last inspection. They have increased their knowledge and skills and have a good understanding of child protection issues in order to fully safeguard children's welfare.
- The quality of teaching is good. Staff make good use of observations and assessments to plan relevant and challenging activities that children enjoy.
- Parents are encouraged to contribute to children's initial assessments and are given support and guidance to continue with their children's learning at home. They are provided with ongoing information about the progress their children make.
- Children form strong attachments to staff. Staff are kind, caring and respond well to children's emotional needs. This helps new children to quickly settle into their new surroundings.
- Managers use targeted action plans to help drive improvements. They are passionate about providing good-quality care and learning experiences for all children.

### It is not yet outstanding because:

- Managers do not have a clear enough picture of the progress different groups of children are making.
- The views of the parents are not always gathered or included in the evaluation of the setting to help precisely identify further areas for improvement.

## 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 systems for comparing the progress made by different groups of children to help provide all groups with outstanding levels of support, in order to increase the potential for them to achieve at the highest possible level
- include the views of parents in the evaluation process in order to help identify further ways to enhance the quality of the setting.

### Inspection activities

- The inspector observed the quality of teaching and learning indoors and assessed the impact this has on the children's learning.
- The inspector completed a joint observation with one of the pre-school managers.
- The inspector sampled a range of documentation, including policies, children's records and evidence of staff suitability.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Amanda Tompkin

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are confident about the correct procedures to follow if they have any welfare concerns. They are aware of their duty to prevent children being drawn into situations that put them at risk of harm. Staff are vigilant and supervise children well. They monitor children's attendance well and effectively respond to any accidents that children may have in the setting or elsewhere. Managers ensure all staff receive regular supervision meetings. This provides staff with the opportunity to discuss their performance and set targets for future improvements. Staff attend further training and feel supported in their professional development. This helps to improve practice and the outcomes for children. Parents are extremely happy and supportive of managers and staff. They say that the staff are brilliant and that their children really enjoy attending the setting.

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

Staff have a good knowledge of individual children's interests and provide them with a broad and balanced curriculum. For example, younger children playing with paint enjoy exploring the changes in colour when paints are mixed together. Staff extend this and provide children with larger pieces of paper on the floor where they can use the paint to make tracks with their favourite toy cars. Older children join in with making their own play dough. They squeal with delight at their finished product and proudly show off their achievements to staff and visitors. Children's communication and language skills are developing well. Children who speak English as an additional language receive well-targeted support. This means they quickly learn to speak a good standard of English.

### Personal development, behaviour and welfare are good

Staff are positive role models and provide children with gentle reminders about the importance of using good manners, sharing and taking turns. As a result, children behave well, make good friendships and learn to cooperate with others. Staff support children well during periods of change. For example, there are effective systems in place to support children when they move rooms and to prepare them for their move to school. Children's physical skills are supported well. Staff provide children with daily opportunities to be active. Children learn new skills, such as climbing and balancing, when playing on the slide and other outdoor equipment.

### Outcomes for children are good

All children, including those who speak English as an additional language, are making good progress from their starting points. Children appear happy and settled and enjoy the time they spend at pre-school. They enjoy looking at books and listening to well-read stories. They are learning to become independent and take care of their own self-care needs. Children are gaining the skills they need to prepare them for their move to school.

## Setting details

<b>Unique reference number</b>	EY425923
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1100584
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Sally Ann Powell and Lorraine Elizabeth Leahy Partnership
<b>Registered person unique reference number</b>	RP530555
<b>Date of previous inspection</b>	19 May 2017
<b>Telephone number</b>	07714 308 169

Leaps & Bounds Preschool registered in 2011. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school operates during term time only. Sessions are available Monday to Friday from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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