

# Thringstone Community Centre Pre-School Playgroup



Thringstone Community Centre, The Green, Thringstone, COALVILLE, Leicestershire,  
LE67 8NR

## Inspection date

26 September 2017

Previous inspection date

16 June 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

- Staff know children well. They provide an attractive learning environment that offers children interesting experiences throughout the morning. Ongoing assessment shows that all children are making good progress from their starting points.
- Children behave well. They understand the rules and boundaries in place. Staff consistently praise children. This helps to promote their confidence and self-esteem.
- All children are supported well to develop the skills and attitudes needed for the next stage in their learning, including their move to school.
- The manager establishes effective partnerships with other professionals to support children's ongoing learning and development.

### It is not yet outstanding because:

- Individual children's learning is not always meticulously planned for. Information from observations is sometimes not well used to make sure children are challenged to make as much progress in their learning as possible.
- Staff do not always give children the best opportunities to develop their critical-thinking skills.
- The arrangements for performance management are not focused precisely enough on evaluating the quality of staff teaching to continually identify areas for enhancement.

## **What the setting needs to do to improve further**

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

- use information gained from assessments to plan even more precisely, providing children with even more challenging opportunities to make rapid progress
- provide children with more opportunities to explore their own ideas, make predictions and solve problems
- find more ways to evaluate, monitor and review the quality of teaching and help staff to continually reflect on ways to promote children's learning to the highest levels.

### **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, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### **Inspector**

Lianne McElvaney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a good understanding of who to contact should they have any concerns about the welfare of a child. Policies and procedures are well known and implemented by staff. Staff regularly check the environment for risks and take suitable action to reduce the possibility of harm to children. For example, staff rigorously check the autumnal resources that children explore from the outdoor play area. Clear systems are in place to monitor the progress of all children. The manager meets regularly with staff to examine assessment records. Gaps in children's learning are quickly identified, so that additional support and intervention can be secured if necessary.

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

The well-qualified staff team get to know children's interests well. Staff provide exciting toys and equipment indoors and outside. This helps to motivate children to play and explore. Staff interact well during children's self-chosen play and adult-led activities. For example, staff use the role-play area effectively to reinforce concepts of size. Staff make good use of activities to extend children's communication and language skills. For example, children discuss the characters and story structure in a traditional fairytale, using puppets. Younger children are eager to turn the pages and attempt to retell the familiar story. This positively helps support children's early reading skills. Children thoroughly enjoy sensory activities and explore natural resources. Children enjoy using musical instruments outside and singing during group time.

### Personal development, behaviour and welfare are good

The pre-school has a calm and friendly feel and children are warmly welcomed by staff. An effective key-person system is in place and staff understand the unique individual needs of all children. Staff are positive role models, they join in with children's play, show them how to use resources and reshape their learning through offering ideas. Children confidently engage in conversations showing that they feel safe and secure. Staff promote healthy lifestyles with children. They have plenty of opportunities to experience fresh air and exercise in the stimulating outdoor environment. Children eat healthy snacks.

### Outcomes for children are good

Children are making good progress in their learning during their time at the pre-school. They are acquiring the skills, knowledge and attitudes to learning that prepare them well for starting school. This includes children who benefit from additional funding. Children are confident, happy and they behave very well. Children are active and confident learners and independently initiate their own play from the resources around them. They join in with others and are learning how to share. Strong links with the local school help to prepare children emotionally for starting school.

## Setting details

<b>Unique reference number</b>	226242
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1087694
<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>	26
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Thringstone Community Centre Playgroup Committee
<b>Registered person unique reference number</b>	RP521994
<b>Date of previous inspection</b>	16 June 2014
<b>Telephone number</b>	01530 222337

Thringstone Community Centre Pre-School Playgroup registered in 1993. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.30am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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