

# Anstey Early Learning Pre-School



St. Mary's Church Rooms, Church Lane, Anstey, Leicester, LE7 7AF

## Inspection date

12 December 2017

Previous inspection date

6 February 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 get to know children extremely well and follow their lead during play. They support their learning by providing meaningful activities to help them make good progress.
- Parents enjoy being involved in their children's learning. The pre-school recently introduced a secure electronic assessment system. This enables staff and parents to share detailed information about children's achievements and progress.
- Behaviour is good. Staff use effective methods to motivate children to behave well and to try hard. They regularly recognise individual achievements and give praise for children's efforts.
- Staff have developed good links with children's future schools. They work closely with teachers to help ensure progression and continuity of learning and care.
- The provider and manager have established strong relationships with other professionals and agencies to support children. This results in well-coordinated and effective strategies to support children's learning.

### It is not yet outstanding because:

- The support for the ongoing professional development of all staff is not yet consistently strong enough to raise the quality of teaching to the best possible level.
- On occasions, staff do not give children enough time to put their thoughts into words, when questions are asked of them.

## What the setting needs to do to improve further

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

- enhance the arrangements for identifying and addressing the professional development needs of all staff, to achieve the best possible level of teaching throughout the pre-school
- enhance children's thinking skills, giving them more time to put thoughts into words.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 and provider. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several 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. The provider deploys staff carefully to help ensure children are closely supervised and ratios are met. Staff understand how to keep children safe, secure and protected from harm. All staff know how to identify any possible concerns about a child's welfare and how to report these to the relevant agencies. Self-evaluation is realistic and includes the views of staff, children and parents. There is an ongoing commitment to raising standards and ensuring children benefit from a consistently evolving pre-school. The manager and provider closely monitor the progress of individual children and groups of children to swiftly close gaps in learning. They help to ensure that all children are making the best possible progress in their learning and development. Parents speak highly of the staff. They comment on how much their children enjoy attending the setting.

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

Staff have a good understanding that children learn in different ways and work well as a team. Resources are imaginative, realistic and attractive. Staff accurately assess children's level of achievement and plan well for individual learning. All children make good progress in their communication and language development. Staff repeat simple words and phrases during familiar songs to support younger children. They use circle time to promote good listening and attention skills. Older children enjoy the wide range of opportunities to practise their early reading and writing skills. Staff provide good support to develop children's early mathematical skills. Children learn the names of colours and shapes, and accurately identify these during their play.

### Personal development, behaviour and welfare are good

Children benefit from good settling-in procedures which are based around their individual needs. Staff plan the environment well so that it is interesting and attractive to children. They organise the space so that children make independent decisions and choices about where they play. Children learn to be tolerant and show care and respect for each other, share toys and take turns. They listen attentively to instructions. Children confidently carry out simple jobs around the pre-school, such as helping to tidy away toys and clearing the tables. Staff promote children's knowledge and appreciation of healthy lifestyles and good standards of hygiene. Children have regular exercise and eat healthy snacks and lunches. They have many opportunities to be physically active, indoors and outdoors. Regular outings into the community support children to learn about the wider world.

### Outcomes for children are good

Children of all abilities, including those who receive funded education are making good progress. They are well prepared for starting school. Children develop a positive and enthusiastic attitude towards learning. They learn about letters of the alphabet and select their name card when they arrive. Children show great pride in their achievements, showing staff what they have made and drawn. Staff use these opportunities to boost children's confidence in their own abilities.

## Setting details

|  |                          |
|--|--------------------------|
| <b>Unique reference number</b>                   | EY463190                 |
| <b>Local authority</b>                           | Leicestershire           |
| <b>Inspection number</b>                         | 1088151                  |
| <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>                    | 43                       |
| <b>Number of children on roll</b>                | 43                       |
| <b>Name of registered person</b>                 | Lisa Sterland            |
| <b>Registered person unique reference number</b> | RP905218                 |
| <b>Date of previous inspection</b>               | 6 February 2014          |
| <b>Telephone number</b>                          | 07904170196              |

Anstey Early Learning Pre-School registered in 2013. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens term time only, Monday to Thursday 9am to 2.30pm and Friday, 9am to 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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