

# Lil Cub Pre-School And Afterschool Club

St. Pauls Church, 2 Kirby Road, LEICESTER, LE3 6BA



## Inspection date

15 January 2018

Previous inspection date

11 September 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Not enough consideration is given to the provision of foods offered in the setting. Children do not always benefit from a balance of nutritional meals and snacks that supports their good health.
- Staff do not always use their assessments of what children can do. They do not consistently plan challenging learning experiences to help all children make good progress.
- The process for monitoring of staff practice although improved since the last inspection, is not yet fully embedded to ensure that improvement to the quality of teaching is sustained and ongoing.
- At times, staff unnecessarily interrupt children's play to follow the set daily routine. Children are unable to complete their chosen task.

### It has the following strengths

- The provider has taken positive steps to improve her knowledge of safeguarding and the early years register requirements. She has attended child protection training and welcomed support from outside agencies to help develop practice.
- Staff give children lots of praise during their play. This helps to promote their emotional well-being, self-esteem and confidence.
- Children are happy, settled and enjoy their time at nursery. They quickly form close relationships with the staff and begin to develop friendships with other children.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ provide children with a balance of healthy and nutritious meals and snacks	16/03/2018
■ use the information gathered from the assessments of what children can do to consistently plan and provide challenging learning experiences to support their good progress.	16/03/2018

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

- strengthen the systems for monitoring staff performance and improving staff's skills and knowledge so that all children make consistently good progress
- support staff to recognise when to enable children to complete their chosen tasks to minimise unnecessary interruptions to their learning.

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children throughout the inspection at appropriate times. She took account of the views of parents through their written comments.
- The inspector looked at children's records, observation and assessment files, a selection of policies. She discussed the nursery's self-evaluation and the impact this has on the setting.

## Inspector

Claire Jenner

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The provider has made some improvements to the provision, since the last inspection. However, some gaps remain in the quality of teaching that require further attention in order to improve the outcomes for children. Safeguarding is effective. All staff have a sound understanding of the signs and symptoms of possible abuse and neglect. Appropriate recruitment procedures ensure staff working with children are suitable. The provider ensures that all staff complete an induction programme to ensure that they have a clear knowledge and understanding of their roles and responsibilities from the start. This includes the procedures relating to the use of mobile phones and cameras. Newly employed members of staff are qualified and experienced. They are deployed effectively within the nursery to make best use of their knowledge to help other staff build on their skills. Partnerships with other agencies are sound. For example, staff liaise with other professionals to implement specific plans of support for children who need it.

### Quality of teaching, learning and assessment requires improvement

The provider and staff are working together to continue to build on their skills and practice. However, teaching across the nursery varies. Although staff make regular assessments of children's progress, they do not always use this knowledge during their interactions with them. Consequently, children are not always sufficiently challenged during activities. At times, staff are too led by the daily routine, and disturb children when they are engrossed in activities of their choosing. Group activities are not always well planned or tailored to match all children's needs. Nonetheless, children enjoy their time at nursery. They enjoy exploring different materials and media. For example, they develop their physical skills as they scoop oats into different-sized containers. Staff help them to count the number of scoops and introduce language, such as 'empty' and 'full', to promote their awareness of mathematics.

### Personal development, behaviour and welfare require improvement

Children's good health is not consistently well promoted. Meals and snacks lack variety and limit children's opportunities to make healthy food choices that contribute to their physical well-being. However, children benefit from opportunities to play outside and be physically active. They are able to make choices in their play and access toys, resources and equipment that in the main, reflect their interests and abilities. Children behave well. They listen to staff, and learn to cooperate with each other. Parents comment positively about the nursery and how their children's behaviour and social skills have improved.

### Outcomes for children require improvement

Staff do not consistently support all children to make good progress. Nevertheless, children gain basic skills needed in readiness for school. They develop their independence as they learn to manage their own personal needs, carry out simple tasks, and to feed themselves. Children enjoy singing and looking at books. Older children are developing their knowledge of letters and sounds through games and activities.

## Setting details

<b>Unique reference number</b>	EY536024
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1114323
<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
<b>Age range of children</b>	1 - 12
<b>Total number of places</b>	36
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Lil Cub Preschool And Afterschool Club
<b>Registered person unique reference number</b>	RP536023
<b>Date of previous inspection</b>	11 September 2017
<b>Telephone number</b>	07943756682

Lil Cub Pre-School And Afterschool Club registered in 2017. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens from 7am until 6pm Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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