

Lively Learners Pre-School

Measham C of E Primary School, Bosworth Road, Measham, SWADLINCOTE,
Derbyshire, DE12 7LG



Inspection date

26 February 2018

Previous inspection date

30 January 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 provide children with colourful, stimulating and well-organised play areas. Children enjoy helping themselves to the wide range of play resources and activities provided.
- All children are becoming confident talkers. Children, who speak English as an additional language, are confident to use the languages they speak at home in their play. They make good progress in their communication and language development.
- Parents comment on how well staff prepare children for their eventual move on to school. Children enjoy visits, so they become familiar with the school and staff.
- Children, who have gaps in their learning, are helped to make good progress. Staff help parents seek the support children need, including working effectively with external agencies.
- Parents are helped to continue their children's learning at home. Children take resources, such as books and a toy rabbit known as Rosie, home to play with. Parents help children to record the adventures of Rosie to share with their friends.

It is not yet outstanding because:

- Staff do not know the decisions made by the key person for all children's next steps in learning. As a result, children are not helped to make the highest levels of achievement in their learning.
- Staff do not routinely collect detailed information from parents about children's skills, as children enter the pre-school and an ongoing basis. Consequently, staff are not precisely planning for children's learning at the earliest opportunity.

What the setting needs to do to improve further

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

- share information between staff more effectively, so that they are all well informed about children's next steps in learning, to help children make the highest levels of achievement
- gather more in-depth information from parents about children's abilities, as children enter the pre-school and on an ongoing basis, to help plan precisely for their learning at the earliest opportunity.

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 to children and staff at appropriate times.
- The inspector completed a joint observation with one of the pre-school managers.
- The inspector held meetings with the pre-school managers. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff complete robust risk assessments. They provide safe spaces for children to play, both indoors and outdoors. Recruitment is rigorous. Managers carry out checks to make sure staff are suitable to work with children. Staff benefit from effective induction and supervision to develop their knowledge and skills. Staff attend training to update their knowledge of child protection and the 'Prevent' duty guidance. They know the actions they must take to keep children safe from harm. Self-evaluation is effective. Staff identify what needs to be further improved. They record the targets set on a reflection poster, which is displayed to keep parents fully informed. They are planning to provide an outside canopy to give children shelter in different weathers.

Quality of teaching, learning and assessment is good

Staff are well qualified. Teaching is consistently good. Staff observe children at play. They use the information well to assess and to plan children's learning. Parents state that they feel well informed of children's progress, through written reports and verbal discussions. Staff interact well with children and listen to what children say. They make sure toys, activities and experiences reflect children's different interests. For example, children are fascinated by a 'Fairy garden' developed recently by staff. Children become engrossed in their learning as staff ask questions and make suggestions to expand upon their learning. Staff encourage children to describe and explain their experiences from home. For example, children explain how mummy and daddy are scared of a rollercoaster ride.

Personal development, behaviour and welfare are good

Staff help children to move from home into their care with ease. Children, who are new to the pre-school, confidently explore the toys and engage with others. All children behave well. They are learning to keep themselves safe and healthy. For example, children wash their hands before having a healthy snack of dried fruit and crackers. They know that when they hear particular music they must tidy away resources. Children enjoy being active outdoors. They develop their physical skills as they use tools, such as buckets and spades, to build with sand. Children are learning about the wider world in which they live. For example, they make candles and try foods provided by parents while exploring the festival of Diwali.

Outcomes for children are good

Children make good progress in their learning. They develop the skills needed for their eventual move on to school. Children make lots of decisions in their play. They select their favourite toys to use, move and combine in different ways. For example, children choose to take tractors outdoors to play in the sand. Children seek their water bottles when needing a drink and clear away dirty dishes after eating a snack. This helps to develop their confidence and independence. Children enjoy being creative. They enjoy exploring items, such as petals, leaves and rosemary sticks, placed in water. Children develop their early reading skills as they listen with interest to stories.

Setting details

Unique reference number	EY465950
Local authority	Leicestershire
Inspection number	1088181
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	21
Number of children on roll	27
Name of registered person	Lively Learners Pre-School Partnership
Registered person unique reference number	RP910188
Date of previous inspection	30 January 2014
Telephone number	075307286664

Lively Learners Pre-School registered in 2013. The pre-school employs three members of childcare staff. Of these, one staff holds an appropriate early years qualification at level 6, one at level 4 and another at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 8.30am until 11.30am and from 12 noon until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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