

Clarendon Pre School

St. Johns Church, 351 Coventry Road, HINCKLEY, Leicestershire, LE10 0NF



Inspection date

25 April 2018

Previous inspection date

14 May 2015

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

- Practitioners are kind, caring and positive. They take the time to get to know children and build trusting bonds with them. Children enjoy their time at the pre-school and enthusiastically engage in a wide variety of experiences.
- Practitioners observe children and identify what they need to learn next. They use this information to plan activities that are well suited to children's needs and interests. Children make good progress during their time at this setting.
- Children who have special educational needs and/or disabilities benefit from individual tailored support. Practitioners share expertise with outside professionals, and offer attentive one-to-one care and support.
- The indoor and outdoor environments are well-resourced. Practitioners provide children with rich and inspiring opportunities to lead their own play and learning.
- Practitioners help children to develop good levels of self-esteem and children behave well. Practitioners provide regular praise and encouragement as children play. Children form friendship groups and demonstrate good social skills.

It is not yet outstanding because:

- The performance management of practitioners does not yet fully support all practitioners to provide outstanding teaching, to help children make rapid progress in their learning.
- The manager has not found successful ways to engage parents in the self-evaluation process, to help 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:

- strengthen the existing performance management methods to help practitioners provide outstanding teaching, and to help children make the best possible progress in their learning
- enhance the self-evaluation process and involve parents more fully in identifying where aspects of the provision can be improved.

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 children and practitioners during the inspection.
- The inspector completed a joint observation with the pre-school owner, who is also the manager.
- The inspector held a meeting with the pre-school owner/manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Susan Riley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and practitioners keep their safeguarding knowledge up to date. They know the correct reporting procedures for any child protection concerns they may have. The manager follows safer recruitment procedures and checks the ongoing suitability of practitioners to ensure that they fulfil the requirements of their roles. Practitioners follow rigorous induction procedures when starting their employment at the setting. The manager carefully monitors the progress of individuals and groups of children. She uses this information to swiftly address any gaps in children's learning and to strengthen areas of educational provision. Parents are very complimentary about the care and learning experiences their children receive. The on-line system allows parents to contribute photographs and comments to their child's learning record with ease.

Quality of teaching, learning and assessment is good

Practitioners have a secure understanding of how children learn, and respond to children's interests well to ignite their enthusiasm and curiosity. For example, children enjoy chalking an outline around their friends outside on the ground. This helps with their small-muscle skills. Children make happy sounds as they explore the water beads. The children experiment with different sizes of objects and containers as they play. This helps children to gain early mathematical skills. Practitioners place a strong focus on early communication skills and children's social and emotional development. The children practise their physical skills as they take part in a daily 'wake-up' session. Parents are involved in completing the baseline assessment for their child. They share information about their child's development via the on-line system.

Personal development, behaviour and welfare are good

The key-person system is effective throughout the pre-school. Practitioners work closely with parents to help children to benefit from continuity in their care. There is a strong sense of belonging and children confidently follow well-established routines. They have daily access to play outdoors and learn about healthy eating. The pre-school is taking part in a local authority initiative around cleaning teeth. The children clean their teeth at pre-school every day as part of their daily routine. Children have a good understanding of how to keep themselves and others safe as they play together outside. Practitioners help children to learn about their similarities and differences and to respect others.

Outcomes for children are good

All children are confident, eager and independent learners who are well prepared for the next stage in their learning and for their eventual move on to school. Children count, recognise numbers and confidently solve simple problems. They show interest in familiar stories and join in enthusiastically with songs and rhymes. Children work collaboratively on self-chosen tasks, including building large structures with planks and creates.

Setting details

Unique reference number	EY422903
Local authority	Leicestershire
Inspection number	1094688
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	46
Name of registered person	Claire Michelle Bakewell
Registered person unique reference number	RP515880
Date of previous inspection	14 May 2015
Telephone number	07738061208

Clarendon Pre School registered in 2011. The pre-school employs six childcare practitioners. Of these, five hold appropriate early years qualifications at level 3, and one at level 5. The pre-school opens from Monday to Friday term time only. Sessions are from 8am to 1.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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