

# Belton Pre-School Playgroup

Village Hall, School Lane, Belton, LOUGHBOROUGH, Leicestershire, LE12 9TU



<b>Inspection date</b>	26 June 2018
Previous inspection date	26 September 2017

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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

- The manager and committee chair have acted swiftly to make the improvements identified at the previous inspection. They carry out effective self-evaluation and have established a culture of continual improvement.
- Staff enthusiastically plan for children's learning. They create a diverse and stimulating learning environment with a range of inspirational activities and visits linked to children's experiences and interests. For example, children search the local fields after receiving a letter from a farmer asking for help to look for his missing cows.
- Children are particularly well prepared for starting school. They have many opportunities to visit school and familiarise themselves with the environment and programmes of learning that they will follow there.
- Parents provide glowing comments about the care and support that staff provide to their children. They value close partnerships with staff that enable them to regularly contribute to and share their children's detailed learning records.
- Additional funding is precisely targeted and used imaginatively to support individual children's needs and interests. As a result, all children make good progress and any gaps in learning are promptly closed.

### It is not yet outstanding because:

- Support for staff's professional development is yet to focus precisely on raising the quality of teaching to outstanding.
- Occasionally, children become distracted and are not engaged during some routines.

## What the setting needs to do to improve further

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

- strengthen support for staff's professional development to focus more precisely on raising the quality of teaching to outstanding
- review organisation and routines to help engage children at all times.

### 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 and committee chair. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jane Millward

## Inspection findings

### Effectiveness of the leadership and management is good

The experienced manager and chair of the committee have forged excellent partnerships within the local community. This helps children to extend their knowledge and enjoyment of the local church, school and farming community. The arrangements for safeguarding are effective. Robust recruitment and procedures ensure the suitability of staff and committee members. Staff receive good training and ongoing support to carry out their roles and responsibilities to keep children safe. The manager has effective systems to monitor the learning progress of individual and groups of children. She uses this information well to identify any gaps in learning and closes these. For example, she recently reviewed the mathematics skills of older boys.

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

Staff transform the shared community facility into an inviting space with very well resourced indoor and outdoor play activities. Attractive role-play areas promote learning across all areas. In the home and shop, children excitedly write their orders and use shaving foam to pretend to serve cream teas. Children are encouraged to develop their own learning and play. They confidently use resources from different areas to create new play opportunities. For example, children bring workshop tools indoors to pretend to fix the climbing frame. Staff share their understanding of early learning and development with each other and local school staff. This helps them to accurately observe and assess children's learning and plan their next steps. Children receive good support to develop their language and communication skills, including where appropriate, targeted support.

### Personal development, behaviour and welfare are good

The key-person system successfully supports children's well-being. Children settle quickly and enjoy the array of activities on offer. There is a strong sense of belonging and children are encouraged to bring scooters and cycles from home for others to enjoy. Staff organise group sessions well. They consider the age and interests of children and adapt their teaching within smaller groups. For example, as they listen to stories and sing songs, younger children share baskets containing toys and pictures to help them to join in. Older children listen attentively to stories and confidently share their views and ideas with each other. Children learn about healthy food and have a wealth of opportunities to enjoy fresh air and physical exercise. They can choose to play outdoors at any time and enjoy climbing, cycling and ball games. Staff plan 'fun-filled Fridays' that include visits and activities, such as woodland walks and den making.

### Outcomes for children are good

Children make good progress and creatively apply their early mathematics and literacy learning in their play. For example, as they cycle outdoors, children decide to draw roads. They count and write numbers and use their knowledge of letters to chalk words, such as 'polis', on the wall. Children behave well and learn to share and take turns.

## Setting details

<b>Unique reference number</b>	226194
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1115375
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Belton Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP522148
<b>Date of previous inspection</b>	26 September 2017
<b>Telephone number</b>	07761836983

Belton Pre-school Playgroup registered in 1970. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 5. The pre-school opens from Monday to Friday during school term time. Sessions are from 9.15am until 3.15pm on a Monday and Wednesday, from 9.15am until 12.15pm on a Tuesday and Thursday, and from 9am until 3pm on a Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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