

# Glebelands Pre-School & Out of School Club

Glebeland Pre-School, Chancel Road, Leicester, Leicestershire LE4 2WF



## Inspection date

6 September 2018

## Previous inspection date

16 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Most of the staff have worked in the pre-school for several years, including the manager, who demonstrates a great sense of pride in the pre-school. The manager has high expectations and is committed to getting the best possible outcomes for children and their families. She is supported well by an enthusiastic, well-established staff team.
- The qualified and experienced staff monitor children's learning, make accurate assessments and use these to plan children's next steps. Staff plan purposeful activities linked to the areas of learning and children's interests. This contributes to children's playing and exploring.
- Staff provide sensitive support to new children. This helps them develop strong emotional bonds with children from the outset. Consequently, children settle quickly and make friends. They are happy, confident and eager to learn.
- Staff have developed exceptional partnerships with the parents. Information is regularly exchanged in a variety of ways, such as parents' meetings and sharing the learning journey books. Parents spoken to on the day of inspection speak extremely positively about the care and learning their children receive.
- Staff act as good role models for children. They show a genuine interest in listening to the children and what they have to say. Furthermore, staff speak to each other and children with respect and this is reflected well in children's kind behaviour towards each other.

### It is not yet outstanding because:

- Although staff monitor children's individual progress, the manager's analysis and comparison of different groups of children is still in the early stages of development.
- Performance management of staff is not yet rigorous enough to help raise staff teaching to the highest level.

## What the setting needs to do to improve further

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

- analyse assessments even more precisely to check that different groups of children achieve the best possible progress in every aspect of their learning
- strengthen performance management to provide staff with focused support and training to help them improve the quality of their teaching practice even further.

### 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. She 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

Sharon Alleary

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The management team and staff fully understand their roles in the reporting procedures and how to protect children from harm and neglect. Staff deploy themselves effectively and supervise children closely, such as making regular headcounts. This helps to ensure children's safety and welfare. The manager follows safer recruitment procedures. Once employed, the manager supports staff through inductions, staff meetings and supervisory meetings. Staff complete mandatory training, such as safeguarding and first aid, to keep their knowledge up to date. The manager and her team demonstrate a strong commitment to identifying improvements and moving the pre-school forward.

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

Staff interactions with children are fun and engaging. They sing songs and use a running commentary when playing alongside children. This helps to promote children's communication and language development well. Staff help children to be ready for school. Children quickly learn to take turns and listen carefully to one another during group times. Staff provide opportunities for children to develop their creative skills. They encourage children to study a vase of flowers and use paintbrushes and paint to recreate what they see. Staff support children who have special educational needs and/or disabilities very well to make good progress from their starting points. Staff work closely with other early years professionals to support parents and children.

### Personal development, behaviour and welfare are good

The 'portrait wall' helps the children to recognise and value the differences and similarities between themselves and their friends. Staff support children to understand the importance of living a healthy lifestyle. They encourage children to wash their hands before eating and after playing outdoors. Daily opportunities for physical play outside help to enhance children's health and physical development. Children take great delight in riding on and in the wheeled toys. They safely negotiate the different surfaces and levels, changing direction and speed to avoid obstacles. The headteacher of the host school is highly complimentary about the relationship between the pre-school and the school. This contributes to a smooth transition when the time comes for the children to move.

### Outcomes for children are good

Children, including those who speak English as an additional language, make good progress in their learning and development. Older children confidently initiate and hold conversations with adults. They tell visitors why they like pre-school; for example, 'I like it 'cos it's got a house'. Children explore rainbow rice. They use scoops to fill and empty jugs from one to another. This helps them to develop their hand-eye coordination. Children enjoy listening to stories. This helps them to develop their early literacy skills. They know the routines well, and when they hear a specific song they eagerly support staff to tidy up the room. Children acquire the skills, knowledge and attitudes to learning that prepare them well to start school.

## Setting details

<b>Unique reference number</b>	EY278551
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10070732
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Glebelands Pre-School and Out of School Club Ltd
<b>Registered person unique reference number</b>	RP523229
<b>Date of previous inspection</b>	16 June 2015
<b>Telephone number</b>	01162 362122 mob 07765954264

Glebelands Pre-School & Out of School Club registered in 2003. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens 8am to 6pm. Out-of-school sessions are from 8am to 9am and 3.05pm to 5.30pm. The pre-school session is from 9am to 3pm. The pre-school 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

