

# Hand In Hand Preschool (Oak Centre)

Braunstone Oak Centre, Bendbow Rise, LEICESTER LE3 1QA



<b>Inspection date</b>	19 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The new staff team works well together. Staff have specific roles and responsibilities that help the pre-school to run smoothly. The manager supports staff well in their roles. Through one-to-one meetings, staff discuss their key children and reflect on their teaching skills.
- Staff extend their professional development. For example, in-house training helps staff to plan effectively for children's individual learning needs.
- Staff support children well when they first attend. They use a calm and reassuring voice when they speak to children. Staff hold their hand, stay close to children and show them around the room when parents leave. This helps children to settle and to feel emotionally secure.
- Staff plan activities for children, but they also allow them to select resources and toys to support their interests. They observe children and identify what they need to learn next. Children make good progress in their development.
- Staff support children well who speak English as an additional language. They gather key words of the language spoken in children's home and use these to support them with routines of the day. For example, they say 'My name is' in French to enable children to recognise and choose a card showing their name when they arrive.

### It is not yet outstanding because:

- The manager and staff have not developed highly effective ways to encourage all parents to be involved in their children's learning in the pre-school.
- The process to monitor the progress made by different groups of children is not embedded in practice to help raise outcomes for children 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:

- strengthen partnerships with parents and involve them more in children's learning in the pre-school
- make greater use of the ongoing monitoring of the progress made by groups of children to help raise outcomes for children to the highest level.

### 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**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know the signs of abuse and where to report any concerns about children's welfare or safety. Staff assess risks in the environment indoors and outdoors and minimise these. They supervise children well when they move them from indoors to outdoors. Children know the routine, follow safety procedures and listen to staff's instructions. This helps to keep them safe. Self-evaluation is effective. Recent changes include changing the routine of the day to support children's individual needs, especially when new children start. Staff invite teachers to visit children in the setting prior to them starting school. Information is shared with teachers regarding children's learning and development. This helps to provide consistency in children's learning.

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

Staff play alongside children and get to know them well. They encourage children to extend their understanding of technology. Staff pretend to talk to family members on a play phone. Children copy and pretend to listen to people on the phone. They pass it to other children and say 'mummy'. This demonstrates children's imagination. Staff weave mathematical language into children's play. For example, they count the number of children present and provide objects that show numbers. Children help staff to put numbers in the correct order, from one to nine. Staff support children's communication and language skills well. Staff use sign language and sing plenty of songs with children.

### Personal development, behaviour and welfare are good

Children are independent and confident. Staff offer children a range of healthy snacks and promote good oral hygiene. They provide opportunities for children to clean their teeth after snack time, and they use a visual aid to show them how long to clean their teeth. Children behave well. Staff set expectations at the beginning of group times to help children to know what is expected of them. For example, staff ask children to do 'good looking' and 'good listening'. Staff help children to develop their understanding of the routines of the day. They show children picture cards with images, such as a cup to indicate snack time. This is particularly effective for children who speak English as additional language. Parents comment positively about the pre-school. They say that their children have a good relationship with their key person.

### Outcomes for children are good

Children make good progress in their learning. They develop skills in readiness for their move on to school. Children develop their problem-solving skills when they complete puzzles and shape sorters. They enjoy singing and do action rhymes that help them to extend their early literacy skills. Outdoors, children climb up steps to a slide, helping to develop their physical skills. They manage risks in a safe environment.

## Setting details

<b>Unique reference number</b>	EY501733
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10076901
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years 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>	20
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Open Hands Trust (Leicester)
<b>Registered person unique reference number</b>	RP906010
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0116 2558672

Hand In Hand Preschool (Oak Centre) registered in 2016. The pre-school employs five members of staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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