

Hand In Hand Preschool

Trinity Life Church, Upper Tichborne Street, Leicester LE2 1GL



Inspection date	24 September 2018
Previous inspection date	Not applicable

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

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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Summary of key findings for parents

The provision is good

- The pre-school is managed effectively. The management team has a good knowledge of the provision and is active in raising the quality of children's learning experiences.
- All children make good progress relative to their starting points. Children who speak English as an additional language learn to speak English well.
- Children enjoy playing with a wide variety of good-quality toys and resources. Teaching is good and activities are based on children's interests.
- Children behave well and learn good social skills. Staff are positive role models who encourage children to share toys and take turns.
- Staff closely observe children as they play. This helps them to make accurate assessments of children's current developmental stages and to plan appropriate next steps in their learning.
- Self-evaluation is effective. It is used accurately to identify weaknesses in practice so that these can be addressed swiftly. The views of staff, parents and children are carefully considered. This helps to drive and secure continuous improvement.
- Planned activities are interesting for children. Children concentrate well and engage in their learning easily. Staff are enthusiastic and get thoroughly involved in children's play. Children's emerging language is effectively supported by staff.

It is not yet outstanding because:

- The monitoring of the educational programme does not evaluate the progress of learning for specific groups of children across the pre-school.
- Staff are sometimes too quick to give children answers to the questions they ask. They do not give children enough thinking time to work out the solution themselves.

What the setting needs to do to improve further

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

- monitor the educational programme more precisely, in order to identify the progress of specific groups of children
- build further on staff's questioning skills and give children the time they need to think, solve problems for themselves and share their ideas.

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 completed a joint observation with the provider.
- The inspector held a meeting with the pre-school manager. He looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Peter Towner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a secure knowledge of how to protect children's welfare. All staff have completed child protection training. They demonstrate a good awareness of the potential signs and symptoms of abuse and neglect. The manager and provider follow secure recruitment and vetting procedures when employing new staff. A thorough induction process helps to ensure that staff have a clear understanding of their roles and responsibilities. The manager has used supervision of staff and checks on children's individual progress to improve the accuracy of assessments. Staff benefit from ongoing support from the manager to develop their teaching practice. They have opportunities for further training to update their knowledge and skills. Parents speak very highly about the pre-school. They compliment staff on keeping them well informed about their children's progress.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. All staff are involved in children's play and there is a strong focus on developing their communication and language throughout the pre-school. Children show good concentration and listening skills during group activities. Staff help to ensure activities cover all areas of learning and take account of children's interests and individual needs. They support children to learn important skills in preparation for their move on to school. Staff provide older children with plenty of opportunities to develop their early literacy skills. For example, they get down to children's level, narrating their play. Staff reinforce new vocabulary by repeating words and sentences using a different context. They regularly sing to children, use gestures and pictures to support children in activities. Children develop good mathematical skills. Older children confidently count and recognise numerals. They compare the size and patterns of their impressions in the play dough.

Personal development, behaviour and welfare are good

Children build warm and secure bonds with staff and settle well. Staff use a calm and consistent approach to manage children's behaviour. They consistently provide children with praise and encouragement, which helps them to feel valued and respected. Staff collect detailed information from parents about their children's routines, interests and aptitudes. They use this information well to help ensure that children have their care and learning needs met from the outset. Snack times are social occasions. Children learn about healthy lifestyles. They have regular access to outdoor play opportunities and benefit from eating healthy snacks.

Outcomes for children are good

All children are making good progress given their starting points. Children have positive attitudes towards their learning and are gaining good social skills in readiness for their move on to school and future learning. They listen, concentrate and are willing to try new opportunities. Children are confident, independent and demonstrate increasing abilities to communicate their feelings.

Setting details

Unique reference number	EY501517
Local authority	Leicester
Inspection number	10076899
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	54
Number of children on roll	45
Name of registered person	Open Hands Trust (Leicester)
Registered person unique reference number	RP906010
Date of previous inspection	Not applicable
Telephone number	0116 2558672

Hand In Hand Preschool re-registered in 2016. The pre-school employs eight members of childcare staff. Of these, five hold appropriate qualifications at level 3 and one holds a qualification at level 6. Sessions are Monday to Friday from 9am until midday and 12.30pm until 3.30pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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