

Quarrington Pre-School

Church Hall, Grantham Road, Sleaford NG34 7ND



Inspection date	11 October 2018
Previous inspection date	2 July 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

- The manager and her staff are highly qualified and have a wealth of experience. This helps to ensure the children in the pre-school receive the best possible opportunities to make good progress from their starting points.
- Staff know children well. They make effective use of what they know about the individual children to plan for what the children need to learn next. This helps to motivate children to play and explore.
- Staff put a lot of thought into the planning of the environment. They introduce seasonal resources that spark children's curiosity and involvement.
- Children develop strong emotional bonds with their key person and all members of staff. Children are given lots of reassurance and cuddles to help them settle-in to the pre-school, in their own time.
- Staff have developed strong and trusting relationships with parents. Daily conversations between staff and parents help to provide a consistent approach in supporting children's care and learning.
- Staff quickly identify children whose achievements are below what is expected for their age. They work very well with parents and other professionals, to help to support these children. This helps to make sure children who have special educational needs and/or disabilities make good progress given their capabilities.
- Snack time is a superb opportunity for children to sit together and develop social skills. Staff subtly introduce shapes as they invite children choose a circle or square savoury biscuit.

It is not yet outstanding because:

- The manager has not yet explored a wide range of performance management opportunities that aim to raise the quality of teaching to the very highest levels.
- Occasionally, staff do not adjust teaching during planned activities quickly enough to consider the varying needs of the different ages of children.

What the setting needs to do to improve further

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

- explore a wider range of performance management opportunities that is sharply focused on raising the quality of teaching to an outstanding level
- adapt teaching and planned experiences to suit the different ages of the children.

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 deputy pre-school manager.
- The inspector held a meeting with the pre-school manager and deputy 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

The arrangements for safeguarding are effective. The manager and staff have a good understanding of child protection procedures and they know how to manage any concern they may have about a child's welfare. Staff implement effective risk assessments to help minimise risks to children. This helps to ensure their safety and welfare as they play. Overall, the manager encourages staff to attend training to strengthen their skills. The manager and her deputy track the progress of different groups of children to close any gaps as quickly as possible through focused learning. The manager has developed a targeted improvement plan to help her identify strengths and areas for development. She successfully seeks the views of staff and parents to help make the changes and improvements to the pre-school to benefit all children.

Quality of teaching, learning and assessment is good

Staff support children's communication and language development effectively. They offer children praise when they use interesting language, such as 'prickly' and 'spiky'. Staff explore alongside children as they play and investigate, skilfully using a range of strategies to support children's learning. For example, when children use brushes and salt to melt ice, staff ask questions, such as, 'What else do you think you will find?' This helps children to develop an understanding of why things happen and how things work. Staff encourage children to examine different vegetables using their senses. They touch broccoli, smell parsnips and describe carrots as 'crunchy'. Children develop a secure understanding of how to maintain healthier lifestyles. They enjoy frequent exercise outside, telling visitors, 'I'm exercising because it is healthy'.

Personal development, behaviour and welfare are good

The children appear happy and ready to learn when they arrive at pre-school. This demonstrates a secure sense of belonging and emotional well-being. Staff are good role models and promote respect and tolerance well. They encourage children to be aware of one another's needs. For example, when children have minor disagreements, staff encourage them to make friendship bracelets. Staff choose children to be a 'helping hand', setting the table for snack time. This encourages children to develop a sense of responsibility. Staff have developed good relationships with the schools that children move on to. Children visit the local school for 'play days'. These support children particularly well when they prepare to leave the pre-school and move on to school.

Outcomes for children are good

Children make at least expected progress, given their starting points and capabilities. They sing popular rhymes with great enthusiasm. This helps to develop their expressive arts. Children use their imagination to recreate events based on their own first-hand experiences. For example, children use spoons to depict candles in a 'sand' birthday cake. They warn visitors, 'Don't touch it, it might be hot'. Children enjoy exploring textures and experimenting as they create hedgehog pictures using Autumn foliage and glue. Children clearly have fun and genuinely enjoy the warm interactions with staff. They gain valuable skills for their future learning.

Setting details

Unique reference number	EY375813
Local authority	Lincolnshire
Inspection number	10064672
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	25
Name of registered person	McHenry, Joanne Sarah
Registered person unique reference number	RP515151
Date of previous inspection	2 July 2015
Telephone number	01529 305 422

Quarrington Pre-School registered in 2008. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above including two staff who hold qualified teacher status. The pre-school opens Monday, Wednesday and Friday, from 9am to midday, and on Tuesday and Thursday, from 9am to 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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