

# Long Clawson Pre School

Village Hall, Back Lane, Long Clawson, Melton Mowbray LE14 4NA



<b>Inspection date</b>	14 January 2019
Previous inspection date	1 October 2015

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

### This provision is good

- Children play happily in this bright, light and welcoming pre-school. They enjoy a wide range of well-planned and interesting activities and resources provided by staff.
- The manager leads a dedicated staff team well. They work tirelessly to set up an interesting and inviting environment for children to play in each day.
- Parents are very happy with the care provided. They say that staff are welcoming, kind and communicate well with them. They particularly appreciate the extra support that staff give children to help them settle in each morning.
- Children enjoy regular time to play outdoors. They propel themselves around the garden on bikes, carefully avoiding any obstacles. Staff support children's physical development and well-being successfully. They have recently introduced a daily jog around the field for older children.
- Staff know children well. They make regular observations and accurate assessments of children's development. Children make good progress in their learning.
- Staff do not always use consistent strategies for supporting children's emerging speaking skills, to help them achieve the highest levels of development in their speech and language.
- The monitoring of staff practice is not rigorous enough to identify clearly how individual staff can raise the quality of their practice and teaching to the highest level.
- Overall, the manager monitors children's progress well. She puts intervention in place for children who are not reaching their expected milestones. However, she does not always consider how additional funding, such as the early years pupil premium, can be used to help improve children's outcomes even more.

## What the setting needs to do to improve further

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

- strengthen strategies to help encourage the youngest children to use their emerging speaking skills consistently, to help support children to make even higher levels of progress
- evaluate the impact of staff practice with more rigour to enhance the quality of teaching
- evaluate how promptly additional funding is used to help close gaps in children's learning so that they make the best possible progress.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector talked to children, parents and staff and took account of their views during the inspection.
- The inspector held a meeting with the manager. She looked at records and documentation, including evidence of the suitability of staff.

#### Inspector

Josie Mapes

## Inspection findings

### Effectiveness of leadership and management is good

The manager makes good use of self-evaluation. She takes on board any feedback from parents, staff and children to ensure that the pre-school is always improving and developing. The arrangements for safeguarding are effective. Staff are confident to discuss the potential signs and symptoms of abuse and know who to contact if they have any concerns about the welfare of a child. The manager follows effective recruitment and vetting procedures to ensure that staff working with children are suitable to do so. The manager carries out rigorous risk assessments daily to ensure that the environment is safe, secure and well prepared for children. Staff deploy themselves well throughout the pre-school and children are always well supervised. The manager monitors children's progress carefully and puts in any extra support as and when children need it.

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

The well-qualified staff are knowledgeable and understand how children learn. They interact positively with children and join in with them as they play. Staff accurately assess children's skills and show a good understanding of children's abilities and next steps in learning. Staff share the assessments made of children so that parents are able to support children's development at home. Children explore a winter-themed sensory tray. They are excited to share with staff the marks their cars make in the 'snow'. Staff read familiar stories with children. They use props and toys to bring the story to life. The manager and her team work well in partnership with other agencies who support children. The manager ensures that there are extra staff available to give dedicated support to children with special educational needs and/or disabilities.

### Personal development, behaviour and welfare are good

Children have excellent relationships with the staff. Children show that they feel safe, secure and well cared for. Even those who are relatively new to the pre-school run happily into the hall each morning and quickly become absorbed in their play and learning. Children behave well. Staff have clear expectations and communicate these clearly to children. Children are learning to sit and concentrate while listening to short stories and to share and take turns with their friends. They are free to choose to play indoors or outside. There are plenty of opportunities for children to have fresh air and exercise. Mealtimes are sociable occasions. Children enjoy the responsibility of pouring their own drinks and clearing away their plates.

### Outcomes for children are good

All children, including those for whom the setting receives additional funding, make good progress from their starting points in learning. They are well prepared for school and future learning. Children are confident, sociable and eager to learn. They show that they understand the repeated refrains of a short story. Children join in with the familiar words, phrases and animal noises that staff model to them.

## Setting details

<b>Unique reference number</b>	EY352719
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10064474
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Long Clawson Pre-School Committee
<b>Registered person unique reference number</b>	RP523100
<b>Date of previous inspection</b>	1 October 2015
<b>Telephone number</b>	01664 774037

Long Clawson Pre School registered in 2007. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including two with early years professional status. The pre-school opens on Mondays, Thursdays and Fridays from 9.10am to 3.10pm, and on Wednesdays from 9.10am to 12.10pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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