

Lil Cub Pre-School And Afterschool Club

St. Pauls Church, 2 Kirby Road, LEICESTER LE3 6BA



Inspection date	15 January 2019
Previous inspection date	15 January 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Staff do not always consider the emerging interests or individual needs of children aged under three years. As a result, this group of children do not always maintain interest in their learning and are not fully challenged to make good progress.
- Staff do not always organise themselves and the routine well. The key person of young children who are settling in to the pre-school does not ensure that children receive care that is tailored to meet their individual needs. This does not fully promote their emotional well-being.

It has the following strengths

- The manager has made some improvements since the last inspection. They have implemented a new system to assess children's learning. Staff use the system well to identify what children can do and what they need to learn next.
- Staff attend training to learn about healthy eating. They plan a nutritious and varied menu. As a result, children learn how to keep healthy while eating lots of fresh vegetables and salad items.
- Overall, children behave well. They follow the good behaviours modelled by staff. Children are learning to share and show care and consideration towards others.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
respond better to the emerging interests and needs of children under the age of three years and help them make good progress through positive interactions	04/02/2019
provide good support to young children who are settling in to the pre-school, to ensure their individual care and learning needs are met.	04/02/2019

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She 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 meetings 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 parents during the inspection and took account of their views.

Inspector

Dianne Adams

Inspection findings

Effectiveness of leadership and management requires improvement

The manager has not taken enough action to make sure teaching and learning is consistently strong across the pre-school. That said, the manager has identified this weakness. She has plans to provide more support and coaching for staff working with younger children. The arrangements for safeguarding are effective. Managers and staff attend training events to update their knowledge of child protection. They know what to do to protect children from extreme behaviours and views. Recruitment is robust. Managers check to make sure staff are suitable to work with children. Staff identify and minimise hazards outdoors, indoors and on outings. For example, all windows have safety catches to prevent children from opening them. Staff keep children safe as they play.

Quality of teaching, learning and assessment requires improvement

Overall, staff are well qualified. However, the quality of teaching and learning for children under the age of three years is not good. At times, staff working with this group of children do not interact well with them. They do not adapt the routine or activities to meet the interests and the needs of children present. For example, staff plan circle-time each morning. They continue with this activity even though children are not engaged and some children are upset. As a result, children are not always challenged or having an enjoyable experience. In contrast, staff working with older children are enthusiastic. They engage very well with children. This group of staff use children's interests to help children make good progress. For example, when children show an interest in cars, staff encourage them to make marks in paint using the wheels. Staff plan to close gaps in all children's learning, including those with special educational needs and/or disabilities.

Personal development, behaviour and welfare require improvement

Staff working with younger children do not organise themselves well. They do not make sure a key person is available to settle new children into the pre-school. Some young children are passed from one member of staff to another to be comforted. This does not help them to form a close attachment to a familiar adult. Partnerships with parents are good and parents report that staff provide good support to their children when they move from the under three's group to the pre-school room. Children learn about the differences between themselves and others. For example, staff help children to use the languages they speak at home, in addition to English, in their learning and play.

Outcomes for children require improvement

Weaknesses in teaching and learning mean that younger children are not prepared well for the next stage in their learning, and for school when the time comes. That said, younger children do enjoy being creative. They print with paint and explore in the sand. Older children use their imaginations as they dress up as their favourite cartoon characters. They develop their mathematical skills for shape, space and measurement. For example, they use balancing scales to compare the weight of heavy and light items.

Setting details

Unique reference number	EY536024
Local authority	Leicester
Inspection number	10080275
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 10
Total number of places	36
Number of children on roll	32
Name of registered person	Lil Cub Preschool And Afterschool Club
Registered person unique reference number	RP536023
Date of previous inspection	15 January 2018
Telephone number	07943756682

Lil Cub Pre-school And Afterschool Club registered in 2017. The provider employs six members of staff, including the manager. Of these, four hold appropriate early years qualifications at level 3. The provision opens from 7am until 6pm, Monday to Friday, all year round. The pre-school provides funded early education for 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.

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