

# East Leake Pre-School Playgroup

The Old School, School Green, East Leake, LOUGHBOROUGH,  
Leicestershire LE12 6LG



<b>Inspection date</b>	14 February 2019
Previous inspection date	11 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
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

- Assessments of children's learning are not precise enough. This means that children are not provided with enough individual challenge to make good progress in their learning.
- At times, staff do not recognise when children who are playing independently require adult intervention to extend their learning.
- Although there are systems to monitor the quality of teaching and evaluate staff practice, these are not fully embedded to place a high focus on professional development to rapidly improve teaching.

### It has the following strengths

- Children's well-being is suitably promoted. Children develop close relationships with staff and their friends. They are helped to show respect and demonstrate friendly behaviours towards others.
- Children gain a sense of independence through the accessible environment and tasks that encourage them to do things for themselves.
- Staff work hard to engage parents in their child's learning. They use a variety of good methods to exchange and share information with parents on a regular basis.

## 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
ensure ongoing observation and assessment are accurate and consistently used to inform the planning of challenging activities that sharply focus on individual children's precise learning needs.	15/03/2019

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

- support staff to recognise when children who are playing independently require adult intervention to extend their learning
- continue to embed the procedures for evaluating the impact of staff practice and identify professional development opportunities, to help raise teaching to the highest possible level.

### Inspection activities

- The inspector observed the quality of teaching during activities 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 a number of parents during the inspection and took account of their views.

### Inspector

Lianne McElvaney

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager meets regularly with staff to discuss their practice. However, she does not robustly evaluate the impact of how the quality of teaching and assessment affects children's progress. Systems for monitoring ongoing professional development are not focused enough to provide consistency in the quality of teaching across the setting. The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well. The pre-school is safe and secure and robust recruitment and vetting procedures are in place to help ensure all staff are suitable to work with children. The manager evaluates some aspects of the pre-school and recognises areas for improvement. For example, she acknowledges that planning for individual children's learning needs to improve.

### Quality of teaching, learning and assessment requires improvement

Although the staff are well qualified, they do not assess children's progress accurately enough. Consequently, planned activities are not always well matched to children's abilities or precisely focused on their individual priorities for learning. This does not ensure children make enough progress and are consistently engaged and challenged in their learning. Furthermore, staff sometimes fail to engage children or sustain their interest in their self-chosen play. For example, at times children are left to explore by themselves and are not involved in purposeful play. In spite of these weaknesses, children enjoy their time at the pre-school and activities are attractively presented. For example, all children benefit from regular access to the well-resourced outdoor area. At times, staff play alongside the children and engage in meaningful conversations with them. They talk to children and introduce new words, which supports children to develop their early communication skills. For example, children name fruits as they taste them and recall events from a familiar story.

### Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that staff do not always tailor learning to children's individual needs. However, there are warm attachments in place between the children and staff. Children's health is promoted well. They enjoy healthy snacks and spend time outside in the fresh air. Children develop their physical skills well. Children use ride-on toys and manage low level climbing equipment confidently. Mealtimes help children form friendships with one another, to support their social skills. Children confidently engage in conversations and ask questions, showing that they feel safe and secure.

### Outcomes for children require improvement

Not all children are making good progress in their learning. Nonetheless, children are happy and settled. Children particularly enjoy the range of interesting activities that are provided outside, including a mud kitchen and large construction materials. Strong links between the pre-school and local schools helps to prepare children emotionally for their move to school. Overall, they are steadily developing the necessary skills for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY408951
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10065320
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	East Leake Playgroup Committee
<b>Registered person unique reference number</b>	RP911358
<b>Date of previous inspection</b>	11 September 2015
<b>Telephone number</b>	07979 574830

East Leake Pre-School Playgroup registered in 2010. The pre-school employs ten members of childcare staff. Of these, one holds an appropriate early years qualifications at level 4, eight at level 3 and one at level 2. The pre-school opens from Monday to Friday term time only. Sessions are from 8.50am until 11.50pm with an afternoon session from 11.50 to until 3.30. The pre-school provides funded early education for two-, three- and four-year-old children.

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