

Lea Pre-School & Kids Club



Frances Olive Anderson C of E School, The Grove, Lea, GAINSBOROUGH,
Lincolnshire DN21 5EP

Inspection date	9 April 2019
Previous inspection date	8 October 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

This provision is good

- Staff provide opportunities for children to develop their mathematical skills. For example, when children count to 20, staff encourage and support them to count to 25. Children develop a good understanding of numbers.
- The managers and staff monitor children's learning. This enables them to identify where children require additional support and minimise any gaps in learning.
- The manager gathers feedback from staff, parents and children when she evaluates the provision. This has supported her to make positive changes. For example, providing children with more opportunities to develop their personal and social skills. Staff take children for visits to a care home. Children speak with older people and learn how to adapt their behaviour for different social situations.
- Children learn how they can keep themselves safe. For example, when staff take them for walks in the street, they talk to children about road safety. Staff provide children with fluorescent jackets to wear so they can easily be seen. This helps to keep children safe.
- Staff help children to feel emotionally secure when they first start. For example, they offer taster sessions that help children to become familiar with the environment and staff.
- Occasionally, staff do not make the most of opportunities that arise during activities to extend and challenge children's thinking skills.
- Professional development is not highly focused on raising the quality of teaching throughout the nursery to the highest level.

What the setting needs to do to improve further

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

- make the most of opportunities during activities to extend and challenge children's thinking skills
- strengthen the programme of professional development to help staff reach the highest levels of teaching.

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

Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of the signs of possible abuse. They are fully aware of the procedures to follow if they have concerns about a child in their care. This promotes children's safety and welfare. The premises are secure and staff carry out safety checks indoors and outdoors. This helps to provide children with a safe environment to play. The manager and staff work closely with the host school. For example, they take children to attend special events at the school, such as assembly and sports day. Children become familiar with the school environment. Staff promote consistency in children's learning. They share information about children's development with school teachers when children move on to school.

Quality of teaching, learning and assessment is good

Staff gather information from parents about what children already know and can do when they first start. This helps them to plan for children's learning from the very start. Staff are qualified and use their knowledge of childcare to observe children as they play. This helps them to identify what children need to learn next. Staff support children with special educational needs and/or disabilities well. They work with other professionals and parents to support their individual needs. Staff promote children's speaking skills effectively. For example, they hold conversations with children and value their thoughts and ideas. Children talk confidently about their wants and needs. Staff encourage children to develop their literacy skills. Children sing nursery rhymes and develop their understanding of words that rhyme.

Personal development, behaviour and welfare are good

Staff offer children a healthy range of snacks and meals. Children learn about nutritious foods and develop their understanding of healthy eating. Staff encourage children to be independent. For example, children wash their hands prior to eating, pour their own drinks and use knives to spread cream cheese on a cracker. Staff find out about children's medical needs when they first start. They attend specialist training that helps them to promote children's individual health needs. Staff promote positive behaviour. For example, they give children plenty of praise and encouragement for their achievements. This helps to raise children's self-esteem and confidence. Children behave well and know what is expected of them.

Outcomes for children are good

Children make good progress in all aspects of their learning and reach typical levels of development for their age. They demonstrate good physical skills. For example, children confidently use tongue utensils to pick up and stack wooden blocks, and demonstrate good hand-to-eye coordination. Children are keen to explore and investigate and are motivated to learn. They use magnifying glasses and binoculars to look closely at shapes in the environment, such as windows and a clock. Older children show their good understanding of shapes. Children learn key skills in preparation for their eventual move on to school.

Setting details

Unique reference number	EY437985
Local authority	Lincolnshire
Inspection number	10064690
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 10
Total number of places	48
Number of children on roll	48
Name of registered person	Heath Farm Day Nursery Ltd
Registered person unique reference number	RP529044
Date of previous inspection	8 October 2015
Telephone number	01427613193

Lea Pre-School & Kids Club registered in 2011 and is situated in Lea, Gainsborough. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 6. The pre-school opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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