

The Preschool Group

St Philip's Church Hall, Evington Road, Leicester LE2 1QJ



Inspection date	10 June 2019
Previous inspection date	30 June 2016

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

- The manager is well qualified and knowledgeable. She regularly reflects on the quality of the provision and identifies areas for improvement. For example, she has recently enhanced the indoor environment and introduced a cosy space for younger children.
- Staff have strong relationships with children. Children show a strong sense of belonging and are happy and settled. Once children arrive at pre-school each day they swiftly engage with their play and learning.
- Staff use visual cue cards when talking to children. This supports children's communication and language skills well and contributes to younger children's understanding of spoken words. All children make good progress from their starting points.
- Staff share regular information about children's development with parents. This supports good continuity in children's experiences. Parents are very complimentary about the care their children receive. They comment that staff are 'helpful, kind and very hardworking'.
- Staff are good role models. They praise children's achievements and efforts. This helps to promote children's confidence and self-esteem. Children behave well and learn good social skills.
- The arrangements for helping staff improve their teaching skills are not yet fully effective in raising the quality of teaching to the highest of standards.
- Staff do not always use their assessments of children's development as well as possible to consistently identify and plan for children's next steps in learning.

What the setting needs to do to improve further

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

- enhance the arrangements for the supervision and support of staff, in order to raise the quality of teaching to higher levels and help children to make even better progress
- make better use of assessments to consistently identify and plan for children's next steps of development more precisely

Inspection activities

- The inspector spoke to a number of parents and took account of their views.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of all staff.

Inspector

Josie Mapes

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff understand their responsibilities of how to keep children safe from harm, and have a good knowledge of child protection issues. They know the correct action to take if they have a concern about a child's welfare or if an allegation is made against a member of staff. The manager monitors children's progress. This helps her to quickly highlight any gaps in their development and ensure staff provide appropriate support to enhance children's learning. The manager has good links with other providers that children attend, and with schools that they will eventually move to. She shares information with them, which promotes consistency in children's care and learning needs.

Quality of teaching, learning and assessment is good

Qualified staff use their good understanding of child development to plan a wide range of enjoyable learning opportunities that keep children motivated to learn. For example, children thoroughly enjoy registration time where they learn about the month, day and weather, and are keen to volunteer to tell staff about the rain and the wind outside. Children's physical development is well supported. They persevere as they ride on tricycles, manoeuvring around obstacles and cones in the cordoned off indoor area, while staff offer support tailored to each child. For example, staff show younger children how to push down on the pedals in order to propel themselves forward. Older children are set the challenge of steering in and out of the cones. Children become engaged in playing with the role-play resources. They pretend to be doctors and nurses, listening to each other's hearts and checking if anyone needs a bandage or 'medicine'. Staff use this opportunity well and encourage children to talk about people who help us in the community. This supports children to understand the world around them.

Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment for children. Children demonstrate that they are happy in their surroundings. They move around the premises choosing their own toys to play with and are confident learners. Staff are positive, calm and nurturing towards children. Children understand the expectations of small-group time. For example, they reiterate together 'good sitting and good listening' when staff ask them what the rules are. Children sit and concentrate well while listening to a story and enjoy joining in with the actions of a well-known nursery rhyme.

Outcomes for children are good

All children develop well and reach milestones which are typical for their age range. Children with special educational needs and/or disabilities are making good progress from their starting points. Children who speak English as an additional language make particularly good progress and quickly become confident in both understanding and speaking English. Children develop excellent concentration skills. They focus on activities for long periods of time. For example, children trace the outline of a range of shapes. They recognise the shapes they are drawing and notice how the shapes link to everyday items around them. Children gain key skills and attitudes needed to support the next stage in learning and the eventual move to school.

Setting details

Unique reference number	258305
Local authority	Leicester
Inspection number	10072731
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	43
Name of registered person	The Pre - School Group Committee
Registered person unique reference number	RP906688
Date of previous inspection	30 June 2016
Telephone number	07960942787

The Preschool Group registered in 1994 and is located in Leicester. The pre-school employs seven staff. Of these, five hold appropriate early years qualifications at level 3 and one is qualified at level 2. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until midday and from 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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