

Inspection of North Leverton Pre-School and Out of School Club

c/o Leverton C of E Academy, Main Street, North Leverton, Nottinghamshire DN22 0AD

Inspection date: 10 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are warmly welcomed by staff when they arrive. They enjoy the time they spend in the setting and close bonds are formed between staff and children. When children first start, they are sensitively supported to settle. Staff get to know children well and work in close partnership with parents to meet children's individual needs. Children are comforted by the caring staff with cuddles and reassurance which helps them to feel safe. They are given praise for their achievements. This boosts their confidence and self-esteem. Children's self-care skills are developing well, and they learn good personal hygiene routines.

Although children are cared for well, the quality of teaching is variable. This has an impact on the amount of progress children make. Staff do plan appropriately for children's learning and planning is much improved since the last inspection. They base their planning on children's interests and development needs. However, staff's teaching practice is not always effective. Staff do not always provide activities which engage and interest all children fully. That said, some activities are enjoyed by children and support them to make some progress in their learning. For example, literacy is promoted well when children share stories with staff. They listen, concentrate and participate in discussions prompted by the stories. Children enjoy reading and writing together in the 'literacy shed' outside.

What does the early years setting do well and what does it need to do better?

- The management team has made some progress since the last inspection. Time is needed to ensure that these positive changes ensure ongoing success. Improvements in the supervision, organisation and deployment of staff are beginning to have a positive impact on the quality of teaching. The new manager and deputy work closely with the committee chairperson and they make a good team.
- The manager, deputy and committee chairperson accurately reflect on their practice. They identify appropriate areas for improvement and have clear plans on how to achieve these. The management team and committee are in a much more stable position now. Communication between staff is good and the working atmosphere and morale are improved.
- On the whole, parents speak positively about the setting. They comment on how happy their children are and how supportive the staff are. Some parents comment that they would appreciate more information about what their children are learning. The manager and deputy are already exploring different ways to share information with parents more effectively. Parents comment that they have noticed improvements in the setting over recent months.
- Staff are positive role models and promote good manners, kindness and sharing. They work together as a team and respect each other. Children learn from this

and, as a result, their behaviour is generally good. Equal opportunities are promoted, and children learn that they are all different but all equally important. On the whole, staff manage children's behaviour well, however, they are not always consistent in their approach. This is because they sometimes give too much focus to minor behaviour issues and they do not always explain to children why their behaviour is inappropriate. This does not support children to understand why they are being asked to stop certain behaviours.

- Staff ensure that the environment for children is safe and secure. Staff deploy themselves effectively, supervising children with their safety in mind. Children enjoy playing and exploring in the outside area. They take part in enjoyable, physical games where they take turns to play the part of the 'wolf' and count as they chase each other. Children make muddy puddles by pouring water from the tap onto the grass. They are excited and engaged in this activity. Children are not hindered in their play. They are allowed to get wet and messy as they jump in the puddles.
- Staff broaden children's experiences by offering them a variety of different opportunities. They go on local walks where they collect berries and fruits. Children take a bus trip around the village with staff and for some children this is the first time they have been on a bus. Children talk excitedly about when a hamster called 'Peanut' came to visit them last week and say they are looking forward to seeing him again.
- Staff encourage children to think about quantities and colours as they make play dough together. Children enjoy choosing which flavours to add to the mixture by sniffing them in turn. Children discuss how much colouring and flavouring to add, and staff encourage them to think and come up with their own ideas. They each take a turn to stir the mixture and hear words, such as 'stodgy' and 'melted', which help to broaden their vocabularies.

Safeguarding

The arrangements for safeguarding are effective.

All committee members are now known to Ofsted and the required suitability checks have been carried out. The committee members now have an improved knowledge and understanding of requirements and procedures with regard to these checks. They have also greatly increased their knowledge of their roles and responsibilities as committee members. This ensures that all individuals associated with the setting are suitable, which safeguards children. Staff know the procedures to follow if they have any concerns about a child in their care. They know the signs to look out for that could indicate child abuse or neglect.

What does the setting need to do to improve?

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

- improve the quality of teaching to ensure children are consistently engaged in challenging play and learning experiences
- develop further the systems for monitoring the quality of teaching to ensure all staff get the support they need to continue to improve their practice
- improve the behaviour management techniques used by staff and ensure they are applied consistently to better support children's understanding of positive behaviour.

Setting details

Unique reference number	253092
Local authority	Nottinghamshire County Council
Inspection number	10085765
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 to 11
Total number of places	18
Number of children on roll	20
Name of registered person	North Leverton Pre-School and Out of School Club Committee
Registered person unique reference number	RP521981
Telephone number	01427 881144
Date of previous inspection	14 November 2018

Information about this early years setting

North Leverton Pre-School and Out of School Club registered in 1972. There are five members of childcare staff. Of these, one holds an early years qualification at level 6, and four hold early years qualifications at level 3. The setting opens on Monday to Friday, from 7.45am to 6pm during term time, and from 8.30am to 5.30pm during the school holidays, except for bank holidays and school inset days. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Johnson

Inspection activities

- The inspector had a tour of the setting with the deputy manager. They talked about how the setting is organised and the play and learning experiences provided for children.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She completed a joint observation with the deputy manager.
- The inspector spoke with staff and children throughout the inspection.
- The inspector held meetings with the manager, deputy manager and committee chairperson. She reviewed relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection 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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