

Inspection of Pocket Rocket Pre-School

The Village Hall, long Furrow, East Goscote, Leicester LE7 3ZL

Inspection date: 29 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The pre-school is highly valued by the community that it serves. Children benefit from the exceptional care and dedication of experienced and knowledgeable staff who have high aspirations for all children. Staff share a vision to ensure that children gain the skills to help them to become competent, resilient individuals. They encourage children to take an active role within their own learning. This significantly contributes to the good progress that all children make, including those who receive additional funding or require high levels of additional support.

Children demonstrate that they are happy, safe and secure. They enter the pre-school with enthusiasm, excitedly deciding where and with what they wish to play. Staff plan activities that follow children's interests. For example, children relish the opportunity to make 'witches potions'. They show pleasure and develop their ability in using tools as they squeeze the juice from oranges and lemons. Staff skilfully encourage children to take pleasure in the sensory aspect of the activity.

Children are supported to behave appropriately for their developmental stage. They are learning to listen to instructions and to follow rules. Children are starting to understand and appreciate the impact that their actions may have on others. Staff are calm and consistent and praise children for their achievements. This helps to support children's emotional well-being.

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

- Staff have an understanding of their responsibility to provide real life experiences to fill any gaps in children's knowledge. For example, staff take children to the library. Children have the freedom to select books for the pre-school that are of interest to them. They learn that they must take care of the books so that others in the future can also enjoy them.
- Staff know children exceptionally well and have a good understanding of their backgrounds, families and individual care requirements. They visit children in their own homes before the children first start at the pre-school. This helps staff to develop a close and supportive partnership with the children's families.
- Staff work exceptionally well with outside agencies and professionals to ensure that children who may require additional support achieve their full potential. Parents praise staff for the sensitive and caring way that they have supported their families.
- Staff have a good understanding of how children learn and carefully consider the opportunities that they offer them. This ensures that children are motivated and engaged in their play. Staff instinctively understand when to interact with children to extend their learning further and when to stand back. For example, the provision of readily available resources enables children to enthusiastically

work together to create a plank for 'pirates' to walk along.

- Staff skilfully observe children as they play and accurately assess their current developmental stage. This helps staff to plan for what children need to learn next. Staff continuously reflect on the opportunities that children are provided with to ensure that they offer a broad range of activities, covering all areas of learning. For instance, staff are aware that currently children have fewer opportunities to develop their awareness of the different ways that technology can be used.
- Staff effectively support children's communication skills. They offer commentary to children's play to broaden their vocabulary. Staff work with small groups of children to provide more focussed support. They make sure that these sessions are short and fun. Staff use props, such as balloons, to add excitement to the activity. Children say the words 'bigger' or 'smaller' to indicate the size that they want the balloon blown to.
- Staff provide children with the comfort and reassurance that they need. They understand when children may be tired or hungry, or just need a cuddle. This helps to promote the close attachments that children have developed with staff and provides children with emotional security.
- Staff work closely as a team. They speak highly of one another and are supportive. The manager ensures that staff's workloads are manageable. Staff regularly attend supervision meetings with the manager. This helps the manager to support staff to develop their skills and knowledge further.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent knowledge of how to ensure the welfare and safety of children in their care. They attend child protection training to make sure that their knowledge of legislation is kept up to date. Staff demonstrate a good awareness of the signs that may indicate a child is at risk of harm and the procedure that they must follow. Children are closely supervised by staff at all times and potential risks are minimised. Staff support children in understanding how to keep themselves safe. For example, they learn how to cross the road safely.

What does the setting need to do to improve?

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

- enhance opportunities for children to develop their awareness of the different ways that technology can be used.

Setting details

Unique reference number	EY547013
Local authority	Leicestershire
Inspection number	10105505
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 to 4
Total number of places	24
Number of children on roll	20
Name of registered person	Hill, Robyn Kimberley
Registered person unique reference number	RP547012
Telephone number	07414253969
Date of previous inspection	Not applicable

Information about this early years setting

Pocket Rocket Pre-School registered in 2017 and operates in East Goscote, Leicestershire. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 6. The pre-school opens from Monday to Thursday, 8am to 4pm and from 8am to 1pm on Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Lee

Inspection activities

- The inspector and the manager viewed the areas used. The manager outlined to the inspector the setting's approach for caring for children and supporting their ongoing learning and development.
- The inspector observed the interactions between staff and children during activities and assessed the impact these have on children's learning.
- The inspector held discussions with the manager and staff and spoke to children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the manager.
- The inspector checked evidence of the suitability of the staff and looked at relevant documentation.
- The inspector took account of the views of parents from information provided.

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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