

Inspection of Sleaford New Life Preschool

New Life Centre, Mareham Lane, SLEAFORD, Lincolnshire NG34 7JP

Inspection date: 1 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The management team and staff have high expectations of children, including those with special educational needs and/or disabilities (SEND). They follow children's interests and plan activities and experiences that help children to make good progress in all aspects of their learning. As a result, children develop a range of knowledge and skills that prepare them for their eventual move on to school. Staff offer children unique opportunities to learn. For example, they give children torches to use in a dark room. Children shine them on the ceiling and use them to make marks on fluorescent paper. This contributes to children's awe and wonder of the world around them.

Children are happy and confidently make decisions about the direction of their learning. They have the freedom to explore and to make independent choices in their play. Staff support children to manage their behaviour when the routine of the day changes. For example, they switch off the lights to get children's attention. Staff tell them what will happen next, such as to tidy the toys away or to wash their hands. Children respond positively to adults, they listen and follow instructions. They demonstrate that they feel safe and secure.

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

- Staff demonstrate a good understanding of how children learn. They observe and assess children's learning and accurately identify what they need to learn next. Staff work closely with other professionals to promote children's individual needs. Overall, staff demonstrate good teaching and support all children, including those with SEND, well.
- Staff praise children's achievements. When children carry a saucepan into the kitchen, staff say that they are 'doing a good job'. This helps to raise their self-esteem. Children behave well and know what is expected of them.
- The management team consults with parents and children to help identify areas to improve. Changes to the outside area since the last inspection mean that children benefit from further opportunities to develop their learning outdoors, particularly those children who prefer to learn outside.
- Parents have nothing but praise for the pre-school. They say that children 'build good relationships with staff'. Parents like that children learn from each other.
- Staff share information with parents about children's achievements. They give parents ideas about how they can continue to support their children's learning at home, such as their literacy skills. For example, staff give parents nursery rhymes to say with children. However, when children first start, staff do not find out enough information about what they already know and can do to help plan more precisely for their learning from the start.
- Staff use the curriculum to broaden children's experiences beyond the home. For

example, children have plenty of opportunities to play in the pre-school garden and to explore and investigate different textures, such as mud, water and ice. Children thoroughly enjoy being physically active outdoors. They show excitement when they play in the rain and jump in puddles.

- The management team observes staff regularly and gives them feedback on their performance. Staff extend their professional development. This helps them to develop their knowledge of how to support children with SEND. For example, they use sign language to encourage children to develop their understanding of spoken words.
- Staff help children to develop their communication and language skills. For example, they ask them a good range of questions that encourage them to develop their thinking skills. Staff introduce new words into children's play to help extend their understanding. When children give bandages to staff, they explain that it is called a 'sling' and show children how to wear it.
- Staff support children's mathematical development. For example, they ask them if there are 'more or less than five seeds' inside a butternut squash. This helps children to develop their understanding of quantity and numbers. However, staff do not make the best use of all opportunities to challenge children as much as possible during activities, especially for the quieter children.
- Staff provide children with opportunities to learn about how nutritious meals are made. Children help staff to prepare vegetables to make soup. They use knives to cut up potatoes and say that they 'need to be careful'. This demonstrates their understanding of how to use them safely. Staff talk to children about foods they eat at home. Children say, 'we love tomato soup, it is so tasty'.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete risk assessments. This helps to provide a safe and secure environment for children to play in. The management team and staff have a good understanding of child protection and the potential signs of abuse and neglect. They work closely with other agencies to promote children's safety and welfare. The manager uses robust recruitment procedures to make sure that staff are suitable in their roles. She checks staff's ongoing suitability to work with children. This helps to promote children's safety.

What does the setting need to do to improve?

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

- find out more information from parents about what children already know and can do when they first start to help plan more precisely for their learning from the outset
- strengthen the support staff give to quieter children during activities so they are

challenged to learn as much as possible.

Setting details

Unique reference number	EY476007
Local authority	Lincolnshire
Inspection number	10075815
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 4
Total number of places	31
Number of children on roll	45
Name of registered person	New Life Church Ministries (Sleaford)
Registered person unique reference number	RP533547
Telephone number	01529304281
Date of previous inspection	1 March 2016

Information about this early years setting

Sleaford New Life Preschool registered in 2014 and is situated in Sleaford. The pre-school employs 16 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, two at level 4, one at level six, one member of staff has early years teacher status and one has qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of all areas of the pre-school.
- 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 carried out a joint observation with the pre-school manager.
- A meeting was held between the inspector and the pre-school manager and deputy manager. The inspector reviewed a sample of documentation. This included evidence about staff suitability and training.
- The inspector spoke to several 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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