

# Inspection of Charnwood Pre-School

Mountsorrel Sports Pavilion, Leicester Road, Mountsorrel, Loughborough,  
Leicestershire LE12 7AJ

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Inspection date: 14 May 2021

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and well cared for in this setting. They learn through their interests, building on experiences they have at home. Children are provided with exciting opportunities to learn about and explore the natural world. For example, they watch butterflies appear from the chrysalis and use magnifying glasses to look closely at insects. Children use natural resources and books to develop their curiosity and learn about things that interest them. Children play outside daily. They climb and take risks safely, having opportunities to practise their physical skills.

Children show good concentration and know the routines and boundaries of the setting. Children behave well. They demonstrate good manners, follow clear instructions and understand what is expected of them. Children's capabilities are understood by staff who know them well. They are well prepared for the next stage in their education. Parents know what their child is learning, even though they cannot come into the setting due to COVID-19 (coronavirus) restrictions. Children have good attendance and are excited to learn. They make friendships and learn how to share their toys. Children enjoy listening to stories and singing songs in groups regularly throughout the day.

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

- Managers want children to become independent and resilient learners. They do this by encouraging children to dress themselves, serve meals and learn the importance of personal hygiene. Staff praise children for their efforts and talk them through what they need to do to be able to succeed. This develops children's confidence and self-esteem.
- Staff teach children based on what they see in children's play. This ensures learning is relevant and remembered. For example, children see bees in the garden and discuss the purpose of bees to make honey. Children then make bees using wool to wrap around pine cones. Staff know what they want children to learn and use varied resources to teach them. For example, non-fiction books, real creatures and photographs to teach life cycles.
- Children share resources and staff support them to take turns. Children practise their physical skills when pouring water, scooping sand and squeezing dough. The youngest children demonstrate good levels of concentration and physical strength.
- Children who receive additional funding are provided books to use at home and given extra days in the setting to help them make more progress. This provides more opportunities to practise new skills. However, staff do not consistently build on opportunities for all children to extend what they already know. Staff end some activities too soon when children are still enthusiastic to learn more.

This results in the most able children not always reaching their full potential.

- Children who need extra help are well supported and have every opportunity to succeed. For example, small groups allow children to receive additional support and focus on specific needs. Leaders train staff to ensure they know how to get funding for the children who need it the most. Staff work well with other agencies to identify clear areas of support for children. They use this knowledge to provide learning that is appropriate for the child's needs.
- Leaders support staff by meeting regularly, providing training and offering support to keep high levels of motivation and morale.
- Managers identify the need to teach children how to communicate. Staff check what children understand by asking questions and talking to them about what they are doing. Older children develop language by hearing new words, reading, singing and using basic sign language. This helps the older children to learn the purpose of talking and use this to make friendships. However, all staff do not have sufficient knowledge to help the youngest children begin to speak. They use words that are too complex and do not give children enough time to respond to questions asked. This slows the progress of speech for the youngest and less able children.
- Parents speak positively about the staff and their caring interactions. Staff support families. They give advice to parents about how to support their children and regularly talk about their progress.

## Safeguarding

The arrangements for safeguarding are effective.

Children are safe and well looked after. Risk assessments are in place, reviewed regularly and understood by staff. This keeps children safe in the setting and on outings. Leaders and staff have robust policies and a good knowledge of Safeguarding and the 'Prevent' duty. They know how to recognise signs of abuse and report concerns and allegations. The manager regularly checks that staff's knowledge is suitable and up to date. Leaders know how to recruit safely and check on staff suitability. Leaders and staff are all qualified in first aid.

## What does the setting need to do to improve?

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

- develop staff knowledge and understanding of how young children learn to speak and what they need to know
- ensure opportunities are provided by staff to challenge and extend the knowledge of the most able children across the curriculum.

## Setting details

<b>Unique reference number</b>	EY562091
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10190764
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Beaver Childcare Ltd
<b>Registered person unique reference number</b>	RP528037
<b>Telephone number</b>	07837295902
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Charnwood Pre-School registered in 2018 and is situated in Mountsorel. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and the manager holds early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Edwards

## Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to determine what the setting wants the children to learn.
- The inspector carried out a joint observation with the manager.
- The inspector viewed all areas used by the children.
- The inspector observed a range of activities and assessed the quality of education and the impact on all children's learning and development.
- The inspector took account of parents' views during the inspection, through speaking to them and discussing progress, induction and the effectiveness of communication.
- The inspector sampled a range of documentation, including training certificates, records of attendance, first-aid certificates, safeguarding policies and evidence of the suitability of staff.

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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