

Inspection of Eslaforde Pre-School

Unit 4, Navigation Wharf, Carre Street, Sleaford NG34 7TW

Inspection date: 16 June 2021

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

Children demonstrate that they feel safe and secure. When they arrive at the pre-school, children confidently enter the building, place their bag on a peg and put their lunch box and drink on a trolley. They know the routine to follow and demonstrate a strong sense of belonging. Children show pride in their achievements and are keen to show other children what they have created. For example, when children thread beads onto a lace, they show their friends and say, 'Look what I have made.' This shows that children have high levels of self-esteem. Children behave well and show kindness to their friends. They learn to play together and share, for example as they take turns to throw a ball to each other in the garden.

Children are happy and keen to explore and investigate the resources on offer. Staff have high expectations of children's learning, particularly their mathematical development. For example, they help children to recognise three-dimensional shapes, such as a sphere and cylinder. Children develop their counting skills. As they stamp their feet, they correctly count along and identify that they have stamped 16 times. Children demonstrate a love of books. When staff read them a story, children confidently sing along and repeat familiar phrases. Children develop good literacy skills as they begin to write the letters in their name.

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

- The manager and staff team provide good-quality care and learning experiences for children with special educational needs and/or disabilities (SEND). They work closely with parents and other professionals to provide targeted support, which ensures that children's individual needs are met.
- Staff use the curriculum to offer children opportunities to extend their experiences. For example, they have identified that, during the COVID-19 (coronavirus) pandemic, children have spent more time using technological devices to access the internet. As a result, staff help children to understand potential risks and how to keep safe when they use such equipment. For example, they talk to children about the importance of not talking to strangers online.
- On occasions, staff do not plan and manage group activities well enough. Less-confident children are not always fully supported to join in and answer questions. This results in some children not being able to contribute.
- Staff provide opportunities for children to develop their thinking skills. They ask children a good range of questions and allow them time to respond. This gives children time to think and process information before answering. Staff introduce children to new words, such as 'hydrated', and explain what it means. Children repeat the word, adding to their developing vocabulary, and talk about the need

to drink more when the weather is hot.

- The management team supports staff well and ensures their well-being. Staff attend supervision meetings to reflect on their practice and identify further professional development opportunities. The manager identifies when staff need more training in order to help them support children to develop their literacy skills. As a result, they provide children with opportunities to learn the sounds that represent letters of the alphabet.
- Staff support children to be emotionally ready for their move on to school. They invite teachers to meet children in the pre-school. All children, including those with SEND, have opportunities to interact and get to know their new teacher.
- Staff develop good partnerships with parents. They communicate with them each day about their own child's achievements. Furthermore, staff offer parents suggestions about how they can continue to support their child's learning at home. For example, they share ideas which encourage children to talk about what they can hear when they walk together outdoors.
- When staff plan activities, they do not always fully consider the number of children who would like to take part. For example, children initially show enthusiasm when they are involved in a dough-making activity. However, they have to wait a long time for their turn to mix ingredients. This results in some children becoming distracted and losing interest.
- Staff actively promote positive behaviour. They give children plenty of praise and encouragement for their achievements. This helps to raise children's self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are able to recognise potential safeguarding concerns. They understand the importance of taking prompt action to help protect children from harm. Staff complete regular training to strengthen their knowledge of safeguarding issues, including extreme views and behaviours. Staff regularly clean areas of the pre-school to ensure that they are safe and hygienic. For example, they wipe down tables before children eat. The manager follows robust recruitment procedures when she employs new staff to work with children. A thorough induction process is used effectively to support staff to understand their roles and responsibilities when they first start.

What does the setting need to do to improve?

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

- strengthen staff's planning of small-group time to meet the needs of all children who take part, especially those who are less confident
- support staff to consider the number of children participating in group activities,

to ensure that all children can actively join in and have a go.

Setting details

Unique reference number	EY553588
Local authority	Lincolnshire
Inspection number	10174093
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 at time of inspection	3 to 10
Total number of places	16
Number of children on roll	25
Name of registered person	Eslaforde Private Nursery Partnership
Registered person unique reference number	RP903485
Telephone number	01529 304218
Date of previous inspection	Not applicable

Information about this early years setting

Eslaforde Pre-School registered in 2017 and is situated in Sleaford, Lincolnshire. The pre-school employs four members of childcare staff. Of these, one holds an early years qualification at level 6 and three hold appropriate qualifications at level 3. The pre-school opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the pre-school.
- The manager and the inspector had a learning walk together of all areas of the pre-school and discussed how the manager intends to implement the curriculum.
- The inspector observed the quality of education 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 with the pre-school manager. The inspector reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021