

Inspection of Glenhills Pre-School

The Memorial Hall, Dorothy Avenue, Glen Parva, Leicester, Leicestershire LE2 9JD

Inspection date: 7 October 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 are happy to leave their parents when they arrive and they enter the pre-school with big smiles. Cheerful staff welcome them and give them a genuine greeting, using their names. Children are clear on the consistent arrival routine. They hang up their coats, sanitize their hands and find their photos. This contributes to them having a sense of belonging and helps them to learn what makes them unique and valued. Children show good levels of confidence and that they feel safe. They are eager to talk to visitors about what they have made. For example, they discuss making a 'zombie mask' and later proudly show visitors their creation. This demonstrates a sense of security within the pre-school.

Children learn how to problem solve. Staff encourage them to develop their own ideas while exploring different shapes of wood to make a table. This supports children to concentrate on achieving something and to keep on trying, when things do not immediately work out. Children's self-esteem is boosted when staff give them a 'high five' when they achieve their goal. Children behave well and are familiar with what is going to happen next. They respond quickly to the tidy-up song and willingly help staff to put the toys away before lunchtime. This helps them to develop a sense of responsibility.

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

- The manager and staff are clear about what they want children to know and learn at the pre-school. Staff know their key children well and can say exactly what each child needs to learn next, to make further progress. The current focus for learning is to support children's emotional well-being when they first start and communication and language. Staff plan the environment to encourage both these learning intentions. For instance, children relish the opportunity to play with familiar small world figures. This prompts rich conversations with staff and their friends. Children develop their speaking and social skills.
- Staff are calm and patient when speaking to the children. They use fair and consistent messages to encourage children to take turns, share and play with their peers. For example, children learn that when a sand timer ends it is their turn to have a toy. Children develop friendships and show kindness towards each other.
- Staff are aware that children spend time, occasionally, travelling in cars and pushchairs and less time walking. At the pre-school, children have many opportunities to be active to support their health and well-being. For instance, children balance and move along an obstacle course and jump in and out of tyres. This contributes well to children developing their balance and coordination.
- The manager provides regular opportunities for staff to have one-to-one

meetings with her and to access training and further their professional development. However, the feedback staff receive is not yet focused fully on raising the quality of their performance even higher. Consequently, staff are not supported fully in how to improve the quality of their teaching to benefit children.

- Staff provide children with good opportunities to become more outgoing with unfamiliar people. For instance, children enjoy sessions with a sports coach and they relish the chance to visit the on-site community library and café. This helps them to develop confidence in new social situations.
- Staff plan the environment, indoors and outdoors, with resources that interest the children. For example, outdoors, children thoroughly enjoy painting and exploring diggers in the soil. However, the learning environment inside is overwhelming with many toys and resources. Consequently, children do engage but are often looking at what else they can play with, as there is so much choice and they flit between resources.
- Staff read books in an animated and exciting voice. This helps children to remain engaged in the story. Children join in with repeated phrases with great delight. This helps to promote children's literacy skills and to develop a love of books.
- Staff have high expectations of children and help them to develop the necessary skills for their future learning. They encourage pre-school children to write their name on their artwork. They form letters and enjoy being creative. Children proudly present their efforts to staff and visitors. This contributes to their early writing skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of the signs and symptoms of abuse and what to do should they have concerns regarding a child's welfare. Furthermore, staff know what to do if there is an allegation made about a member of staff. Staff are deployed well to supervise children closely. For example, children can access indoors and outdoors freely. Staff regularly check there are enough adults in each area to ensure children's safety is assured. The building is safe and secure. Whenever staff leave the room to take children to the bathroom, they announce this, so the door can be locked behind them. This contributes to children's safety and welfare well.

What does the setting need to do to improve?

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

- provide staff with more specific feedback during supervisions to raise the quality of education to an even higher level
- support staff to review the organisation of indoor resources to promote

children's engagement more effectively during child-led play.

Setting details

Unique reference number	EY558543
Local authority	Leicestershire
Inspection number	10190984
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	2 to 4
Total number of places	30
Number of children on roll	37
Name of registered person	Raynor, Victoria
Registered person unique reference number	RP558542
Telephone number	07948974762
Date of previous inspection	Not applicable

Information about this early years setting

Glenhills Pre-School registered in 2018. It is in Glen Parva, Leicestershire. The pre-school employs eight members of childcare staff, five of whom hold appropriate qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45am Monday, Tuesday and Friday and 8.45am until 14.45pm on Wednesday and Thursday.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the pre-school.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- The manager and the inspector conducted a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents and took account of their feedback.

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