

# Inspection of Frisby Pre-School

The Old School, Church Lane, Frisby on the Wreake, Melton Mowbray,  
Leicestershire LE14 2NQ

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Inspection date: 1 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Children arrive happily at the pre-school and confidently leave their parents at the gate. They show that they feel safe and secure. For instance, children select toys and resources that interest them and they settle quickly. Children show good hand and eye coordination when they pour water from a teapot into a cup and use paint and pencils to draw pictures. Children demonstrate positive relationships with staff. They snuggle on to staffs' knees to listen to a story and talk to staff about the images they see on the pages. Children behave well and learn to take turns. For instance, when children play with toys, they say to each other, 'That one is for you and that is for me.'

Children show a positive attitude to learning; they listen well to staff and follow instructions. For example, when staff ask them to, children find ingredients that are on a recipe card to make a pretend 'Pine Cone Pie'. Children look for pine cones, mud and water, add these to a saucepan and mix the ingredients together. Children are physically active and move their bodies in different ways. For instance, when staff ask them to pretend to be a tree, children show good balance, when they stand on one leg and put their arms in the air.

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

- Staff remind children of the rules and boundaries in the pre-school, for example staff ask children to use 'walking feet' indoors. Staff encourage children to use good manners and to be polite, such as saying please and thank you, when they receive food at snack time.
- The provider and staff plan and deliver the curriculum effectively to encourage children's development. One example of this is when staff support children to extend their vocabulary and to learn what words mean. Staff introduce new words, such as 'architect', and explain to children about what the occupation involves.
- Staff are enthusiastic and keen to engage and interact in children's play. However, on occasions, staff lead play too much and this does not allow children time to explore their own thoughts and ideas.
- The provider supports her staff through regular supervision meetings. This helps staff to reflect on their teaching practice and to identify professional development opportunities. Staff are in the process of completing Forest School Level 3 training. They say that this training gives them confidence to provide opportunities for children to use real woodworking tools, and to help children to learn how they can keep themselves safe when they use tools. For instance, staff supervise children closely and talk to them about how to use a hammer safely and how to identify the sharp blade on a hand saw.
- Children have experiences to learn about how fruit and vegetables grow. They

help staff to plant and grow courgettes, strawberries and pumpkins in the pre-school garden. However, staff do not always give children consistent messages to help them to understand about healthy food choices and how this links to a nutritious diet.

- Partnerships with parents are good. Staff support parents to continue children's learning at home, to support them to be more independent. Staff have recently shown parents a way that they can use to support their children to put on their coats. Since doing this, staff have noticed an improvement in children's ability to do this on their own.
- When children first start, staff find out from parents about their home-life experiences. From this information, staff identified that some children had few opportunities to be involved in messy play activities at home. Because of this, staff provide these opportunities for children in the pre-school, for example children explore different textures and to talk about how they feel. Children put their hands in foam, mud and water. They say that the foam is 'very slippery'.
- Children with special educational needs and/or disabilities are supported well in the pre-school. Staff work with parents and other professionals to promote children's individual needs, such as developing their speaking skills. The provider liaises with parents to discuss how additional funding can be used to support children's development. For some children, funding is used to provide extra sessions for them to attend, to promote consistency in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and staff demonstrate a good understanding of child protection. They can identify the signs of abuse, including if children are being drawn into extreme behaviours and beliefs. The provider and staff know the procedure to follow if they have concerns about staff working with children. The provider regularly asks staff questions to check that their knowledge of safeguarding is current. This helps to promote children's safety. Staff maintain a safe environment. For instance, they ensure that children are continually supervised as they move between the indoor and outdoor environment.

## 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 ability to provide more time for children to think and to have their own ideas during play
- support staff to give children clear messages to help them develop an understanding of healthy food choices.

## Setting details

<b>Unique reference number</b>	226328
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10064535
<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>	24
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Hefford, Suzanne
<b>Registered person unique reference number</b>	RP904278
<b>Telephone number</b>	01664 434784
<b>Date of previous inspection</b>	21 March 2016

## Information about this early years setting

Frisby Pre-School registered in 1992 and is situated in Frisby on the Wreake, Melton Mowbray. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one at level 5 and one at level 6. The pre-school opens during term time on Monday and Thursday from 9am to 3pm and on Tuesday, Wednesday and Friday from 9am to 12pm. The pre-school provides funded early education for two-, 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 provider and has taken that into account in her evaluation of the pre-school.
- The provider and the inspector completed a learning walk together of all areas of the pre-school and discussed how she 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.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the provider.
- The inspector spoke with the provider about the leadership and management of the pre-school.
- Parents shared their views of the setting with the inspector.

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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