

# Inspection of Kibworth Methodist Pre-School

School Road, Kibworth Beauchamp, Leicester LE8 0JE

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Inspection date: 12 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Requires improvement

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

### The provision is good

Children arrive at the setting and rush inside. They greet staff with warm smiles and hugs. Children know the routines of the day very well. They know what staff expect of them and display high levels of independence. For example, children select their self-registration picture and choose their own peg. At snack time, children serve food to their friends and pour drinks confidently. During a relaxation activity, children display high levels of confidence while performing different yoga movements. When they have finished, they say to staff 'that was brilliant'.

Children's behaviour is good. They use good manners without being prompted. They say 'please' and 'thank you' to their friends. Children take turns and are keen to engage with other children when learning. For example, they go to find their friends when they want to tell them about a book they have found about the body. Older children help those younger than themselves. When children want to find their coat to go outside, children say to their friends, 'come on, I'll help you'. Staff encourage children to persevere when they find something difficult, as they have high expectations. For example, staff show children how to zip up their coats and praise them for having a go themselves.

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

- Staff plan the curriculum effectively to build on what children know and can already do. They listen to children's interests and plan activities that follow them to enable children to find out more. For example, children show an interest in finding out about different breeds of birds. Outside, children watch carefully for birds landing in the garden. Staff encourage them to make pictures of the birds to display in the setting. Children take a poster home to see if they can spot any of the birds in their garden at home or around the local area. This broadens the opportunities children have to learn about the birds.
- Parents are very positive about the care the setting provides. They say they can approach any member of staff, not just their child's key worker. Parents are asked regularly about what their child's interests, likes and dislikes are, as staff recognise that this information can change. Parents comment on how staff have been supportive with helping with tasks such as toilet training. This supports a consistent approach to the child's development between home and setting.
- Children are developing their communication and language skills well. Staff are very attentive towards the children. Many high-quality interactions take place with children and staff throughout the day. Children are keen to share their learning with others. For example, they ask staff to help them read a book. However, at times, staff do not give children enough time to respond to comments or questions before they move on. This means children do not always have time to consider their responses and express their ideas.

- Staff encourage children to find out about the world around them. After lunch, children sort their lunch wrappers into the recycling. They take responsibility for tidying up, and fetch a dustpan and brush to sweep up the role-play area. Children learn about different cultures and the similarities and differences between themselves and others. However, some staff do not always make the best use of opportunities that arise during children's learning for them to learn about technology. This means that children do not make the best possible progress in this area of their development.
- The manager and staff have daily discussions about how activities have gone and what they could change or do differently next time. Staff feel very well supported by the manager and are able to access training to further their knowledge. The provider demonstrates a commitment to the continued improvement of the setting. She recognises what they have done well since their last inspection and what she would like to continue to improve. Funding is used effectively to support children in receipt of it. For example, the setting provides extra staff that implement targeted intervention groups for children that need them.

## Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the signs and symptoms of abuse that children may display. They understand how to record and report any concerns they may have about children's welfare. Staff have a good understanding of the 'Prevent' duty. They understand how to protect children who may be at risk from extremist views or beliefs. Staff meetings are held, in which staff receive safeguarding updates to ensure that their knowledge is kept up to date. Staff are deployed effectively around the setting to ensure that children are kept safe. They complete visual checks and risk assessments before children access the indoor and outdoor areas. This means that hazards and risks are reduced.

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

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

- give children more time to think about and respond to comments or questions
- consider more precisely how staff can plan activities for children to learn about technology in the world around them.

## Setting details

<b>Unique reference number</b>	EY541985
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10129663
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Hubbard, Jayne
<b>Registered person unique reference number</b>	RP541984
<b>Telephone number</b>	07383 223960
<b>Date of previous inspection</b>	11 October 2019

## Information about this early years setting

Kibworth Methodist Pre-School is located in Kibworth Beauchamp, Leicestershire and registered in 2017. The pre-school employs six members of childcare staff. All members of staff hold an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3.30pm, Monday to Thursday, and from 9am until 1pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Emily Lofts

## Inspection activities

- This was the first inspection the provider 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 their evaluation of the provider.
- The manager and inspector completed a learning walk to find out how the early years curriculum is organised and delivered.
- The manager and inspector completed a joint observation of another member of staff carrying out an activity with the children.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents to find out their own views. Written feedback from parents was also taken into consideration.

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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