

# Inspection of East Leake Pre-School Playgroup

The Old School, School Green, East Leake, LOUGHBOROUGH, Leicestershire LE12  
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Inspection date: 8 February 2022

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

### The provision is good

Children happily separate from their parents as they enter the pre-school. They quickly settle into their chosen play by themselves or with their friends. Children are provided with a wide range of interesting activities that are attractively presented by the enthusiastic staff team. There is a hive of activity as children become absorbed and engaged in their play. Three- and four-year-old children develop their small-muscle skills well. They persevere, carefully taking their time to stick ribbon on their piece of art. Children proudly show off their finished artwork to visitors. Two-year-old children practise their concentration and listening skills spontaneously. They sit on the floor and show their friends picture cards. They ask their friends, 'What's that?'. Children put their thumbs up when the other children correctly name what the picture is on the card.

All children behave well. They learn to manage their feelings in a safe way from a young age. They openly share how they feel with the staff. Staff sensitively help children to understand how to make themselves feel happier. As a result, children quickly settle back into their play with their friends. Children manage and take risks safely. For example, three- and four-year-old children quickly learn how to balance independently on beams outside. Two-year-old children know to sit on the chairs so they do not choke on their food while they have their lunch.

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

- The new manager and the current committee members have worked hard to address the actions raised at their previous inspection. For example, further training has been implemented to support staff to develop their knowledge regarding safeguarding practice. Additionally, the manager recognises the skills of the staff team. She deploys the most experienced and skilled staff effectively. Staff who are not as skilled and experienced are provided with good staff role models and ongoing support.
- Children have a good attitude to their learning. The manager and staff team have a clear understanding of what they want the children to learn. They implement an effective curriculum and provide activities and experiences that match and support children's interests. Staff are clear about how to support children's next steps in their learning and they skilfully weave these into children's play. For example, children enhance their mathematical development during a bubble activity. Staff encourage the children to count the bubbles. They introduce mathematical words such as 'more', 'large' and 'up'.
- Children who require extra help are supported well by staff. Staff quickly identify gaps in children's learning and seek early help from other professionals. They keep parents informed about activities and ideas to help them to continue to support their children's learning at home. There is a well-embedded joined-up

approach to support children's progress.

- Staff model language well for children. However, sometimes, their enthusiasm when talking with children means that they do not provide enough time for children to think and respond to their questions.
- Partnership with parents is strong. Parents spoken to on the day of inspection were very complimentary about the staff team. Parents comment on how well their children are progressing in their development, for example with their confidence and language development. Written feedback is also positive. Parents comment on the positive changes made at the pre-school by the new manager.
- On occasions, children are not encouraged to try and work out problems for themselves first. This is because the staff are eager to show and tell the children how to solve these problems. Consequently, some children are not challenged to learn new skills and think more critically.
- Staff help children to learn about keeping healthy. Children know that brushing their teeth is important. They say, 'My teeth will fall out if I do not brush them two times a day.'
- Children's behaviour is good. On arrival at the pre-school, three- and four-year-old children place their pictures on a 'feeling board' to demonstrate how they are feeling. Staff use further props and hold discussions with them to help children be kind to one another. Two-year-old children learn to share toys and take turns when learning how to use programmable toys, such as a music player.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their roles and responsibilities to keep children safe. They have secure knowledge of the 'Prevent' duty and other child safeguarding practice. Staff know what procedures they must follow if they have any concerns about a child's welfare. Staff complete daily risk assessments to make sure that the areas where children play are safe and secure. Unauthorised visitors are unable to gain access to the premises. Staff supervise children closely. Staff and committee members are suitable to work with the children and help run the pre-school. This is because appropriate suitability checks have been completed on all adults.

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

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

- support the staff to extend the range of ways they use to help children, in particular three- and four-year-olds, to think and work out problems on their own to further develop their critical thinking skills
- provide more time for children to think and respond to questions asked of them.

## Setting details

<b>Unique reference number</b>	EY408951
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10204330
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	36
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	East Leake Playgroup Committee
<b>Registered person unique reference number</b>	RP911358
<b>Telephone number</b>	01509 559926
<b>Date of previous inspection</b>	14 July 2021

## Information about this early years setting

East Leake Pre-School Playgroup is located in East Leake, Leicestershire and registered in 2010. The pre-school employs 14 members of childcare staff. Of these, the manager holds a level 6 qualification, 12 staff hold early years qualifications at levels 3 and 2, and one member of staff is unqualified. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.50am to 11.50am and/or 8.50am to 3.30pm or an afternoon session from 11.50am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Judith Rayner

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and of parents' written comments.
- The inspector spoke with the manager, staff and the children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including evidence of staff qualifications and the suitability of the adults working with the children.

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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