

# Inspection of Lover & Redlynch Pre-school

School Road, Lover, Salisbury, Wiltshire SP5 2PW

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Inspection date: 18 March 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and excited as they arrive at pre-school. They show high levels of curiosity and have positive attitudes to their learning. Children learn to be independent. They hang up their coats and bags on their pegs and put on their own wellies ready for going out into the garden. Children serve themselves snack, confidently following guidance given by staff.

Children benefit from a well-organised environment in which they confidently play and explore. They play imaginatively and cooperatively together at the mud kitchen, where they make 'soup' for each other. Children enjoy the stories and rhymes staff share with them. Children communicate well with staff and their friends. They share how they are feeling with staff, who are sensitive towards children's emotions.

All children behave well and are respectful of each other. They are attentive during group activities. They listen well while others speak and are keen to praise the achievements of their peers. Children are developing their mathematical understanding. They accurately count the number of children present and quickly identify that there is 'one name missing' from the registration board. Good hygiene is promoted. Children wash their hands independently before mealtimes.

As a result of the COVID-19 pandemic, parents no longer enter the pre-school building. Staff meet and greet children and parents outside. Children confidently enter the pre-school independently, while staff remain close by to provide support where required.

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

- Leaders construct a clear curriculum that is implemented well throughout the setting. They have the same ambitions for all children and have a strong inclusive approach.
- Staff have a good knowledge of what each child is able to do and what their interests are. For example, children are overcoming their fear of insects by caring for stick insects and watching them grow.
- Staff work closely with parents to adhere to specific care plans to ensure children's needs are fully met. Careful thought has been given to the use of additional funding to ensure that the environment and resources enable all children to take an equal part in all activities.
- Children have access to a good range of carefully chosen resources. In most activities, staff encourage children to develop their ideas and solve problems for themselves. For example, children work together to construct an obstacle course. However, staff do not always guide children's learning as effectively

when they are not clear on what they want children to learn from the activity.

- The key-person system is well established. Children have good relationships with their key person and all staff in the setting. Children's confidence and well-being are promoted consistently throughout play. For example, staff constantly praise children and give them time to talk.
- Staff interact well with children to support the development of their language and vocabulary. Most children confidently communicate with adults and their peers. However, at times, the needs of quieter children are overlooked during busy group activities.
- Parents speak highly of the setting. They report how happy their children are and how they are kept fully informed about their progress. Parents of children with special educational needs and/or disabilities comment on how staff go above and beyond to support their children and ensure collaborative working. Parents are very positive about the implementation of the new book bag system.
- Staff say that they are part of a very caring team and feel well supported by leaders. They have regular opportunities to talk about their practice and how it could be improved.

## Safeguarding

The arrangements for safeguarding are effective.

All staff provide a safe and secure environment for children to learn and explore. They have a clear understanding of how to recognise concerns that may suggest a child is at risk and how to respond to this information. Leaders follow up all concerns robustly and liaise with outside agencies where required. Procedures are in place to ensure those who work with children are suitable. For example, leaders ensure that staff hold a Disclosure and Barring Service check and they monitor staff's ongoing suitability.

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

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

- ensure all staff are clear what they would like children to learn from the activities provided so all children engage well and gain as much as they can
- ensure quieter children have access to the same learning experiences when in group activities as the more confident children.

## Setting details

<b>Unique reference number</b>	EY261429
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10066832
<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>	20
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Lover and Redlynch Pre-school
<b>Registered person unique reference number</b>	RP520539
<b>Telephone number</b>	01725 510295
<b>Date of previous inspection</b>	10 November 2015

## Information about this early years setting

Lover & Redlynch Pre-school registered in 1973. It is situated in the village of Lover, on the Wiltshire and Hampshire border. The pre-school is in receipt of funded education for children aged three and four years. The pre-school is open every weekday in term time from 9am to 2.30pm, except for Mondays, when it closes at 12.30pm. There are seven members of staff who work with the children. Of these, five hold a level 3 early years qualification and one holds a level 2 qualification and is working towards a level 3.

## Information about this inspection

### Inspector

Sarah-Louise Clements

## Inspection activities

- This was the first routine 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing at pre-school.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of teaching and the interactions between staff and children and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views on the setting with the inspector.
- The manager shared relevant documentation 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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