

Inspection of Kirkby Mallory Pre-School Playgroup

The Old School Room, Church Road, Kirkby Mallory, Leicester, Leicestershire LE9 7QE

Inspection date:

18 May 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are completely at ease in this pre-school. They excitedly arrive at the safe and welcoming pre-school, take off their outdoor shoes and independently put on their slippers. Even the youngest children who are new to the setting show the highest levels of confidence and self-esteem. Children tell the inspector, 'We love coming to the pre-school.'

Children become deeply engrossed in a wealth of captivating and highly challenging activities and experiences, which staff expertly plan in detail. They show high levels of concentration and problem-solving skills as they build towers and castles. Together they decide on other structures they need to build, such as a bridge to go between the moat and drawbridge. Furthermore, children demonstrate their extensive and very impressive language skills as they talk among themselves about different aspects of the castle and closing gate, such as the ramparts and portcullis.

Children with special educational needs and/or disabilities (SEND) and children who may have a delay in their development thrive at pre-school. They know they belong and have a wonderful connection to their key person. All children have amazing opportunities to participate in the rich, varied and imaginative learning experiences. Consequently, children have a real passion for learning and have high expectations of themselves as learners. Children make exceptional progress and start school with an abundance of knowledge and skills.

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

- Staff work tirelessly to ensure that children who need extra support receive it. The pre-school's special educational needs and/or disability coordinator (SENDCo) is highly effective at sharing her wealth of knowledge in supporting children with SEND. Her passion for supporting all children to reach their learning potential is infectious. She implements an inspiring intervention group which helps children to make excellent progress in their learning. Children involved in these group activities squeal with delight as the SENDCo lets a balloon go and they ask for 'pink balloon again, again'.
- Staff plan an inspiring curriculum which is informed by their meticulous observations, assessments and wealth of experience and knowledge. They use inventive ways to ignite children's thirst for learning and maximise spontaneous learning opportunities. For example, discussions regarding healthy eating spark children's curiosity about how strawberries are grown. Staff decide immediately to take seeds from the strawberries and encourage children to plant their own, which they will be able to watch grow.
- The manager works exceptionally well with her team and continually reflects on

their practice. She considers the views of parents, children and staff to help her focus on priorities for development. Throughout the COVID-19 pandemic, the manager has worked closely with staff to ensure that they complete professional development opportunities to maintain her high expectations for herself and the team. The manager is a great role model and keeps up to date with all changes in legislation and good practice. She continues to develop team meetings and sets individual teaching targets for staff to ensure the outstanding practice remains strong.

- Staff naturally weave in plenty of opportunities to extend children's mathematical understanding. They ask children to count how many children are present and introduce simple addition as they add one more child to the list. Children start to recognise numbers that are displayed around the environment. For example, the number three is written on the snack table. This tells children that they can take three pieces of fruit today.
- Staff exchange a wealth of information with parents, particularly for children who are new to the setting. They use the information they receive exceptionally well to tailor children's settling-in visits to the pre-school. Parents speak highly of the personalised approach provided and the quality of communication between home and the pre-school. They continually receive high-quality information to inspire and support their children's learning at home. Staff provide photographs of the environment, including information about the learning that is taking place. This helps parents to understand how activities support children's learning and that children are not just playing.
- Staff reflect each child's uniqueness through books and visual images. They teach children to understand differences. For example, staff share their own experiences of being a Christian or a Muslim with the children. Children learn further in-depth information as they visit different places of worship, compare the villages they live in and learn about each other's important home celebrations.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an in-depth understanding of child protection. The manager ensures that all staff complete regular training to keep their knowledge current. Staff promptly refer concerns to the pre-school's designated safeguarding lead and know how to escalate these to the relevant agencies should they need to. Staff help children to learn about keeping safe during daily routines and everyday activities. For example, as children play imaginatively, they talk about why and when it might be dangerous to run across a bridge. During water activities, staff prompt children to discuss the deep and shallow end of water and why each one could be dangerous.

Setting details

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| Unique reference number | 226425 |
| Local authority | Leicestershire |
| Inspection number | 10064444 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 25 |
| Number of children on roll | 16 |
| Name of registered person | Kirkby Mallory Pre-School Playgroup Committee |
| Registered person unique reference number | RP522935 |
| Telephone number | 01455850848 |
| Date of previous inspection | 10 December 2015 |

Information about this early years setting

Kirkby Mallory Pre-School Playgroup registered in 1998. The pre-school employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until midday on Mondays and Fridays and from 9am until 3pm on Tuesdays, Wednesdays and Thursdays. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carly Polak

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, who is also the nominated individual, carried out a learning walk with the inspector. This helped the inspector to understand how staff organise the early years provision and the curriculum.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact of this on children's learning.
- Children, staff and parents spoke to the inspector during the inspection. The manager also provided the inspector with written feedback from parents.
- The inspector held regular meetings with the manager throughout the inspection, to keep her updated. She also looked at various policies and documents, including those related to the suitability and qualifications of staff and records of learning.

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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