

Inspection of Thurmaston Village Pre-School

Memorial Hall, Melton Road, Thurmaston, LEICESTER LE4 8BD

Inspection date: 24 May 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is compromised. The manager has failed to ensure that there is a member of staff present who holds a valid paediatric first-aid qualification. This does not support children's safety and welfare, and puts the children at risk.

Children arrive at the pre-school eager to learn. They are supported by encouraging staff and form close relationships with their key person. Children explore numerous enticing activities. They show delight in mixing pulses into water to make soup. They use communication skills to talk about the consistency of the soup and compare it to soup they eat at home. They use their fine-motor skills to carefully spoon the mixture into bowls. Children use their mathematical skills to compare bricks. They compare big and small bricks, lining them up against each other in a pattern and push them down, so that they fall one by one.

Children excitedly use instruments in time to music. They bang beaters together as they sing 'Twinkle, Twinkle'. This helps children form words and make rhythmic and repetitive sounds with instruments. Children learn about oral health and healthy practices as they play with dolls. They brush the doll's teeth and wash the dolls, learning the importance of leading a healthy lifestyle. Children develop their physical skills by balancing on stepping stones and moving their bodies with large hoops. They throw and catch balls together. This helps to develop their hand-to-eye coordination.

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

- The provider fails to ensure the legal requirements are met. There is no member of staff on site with a valid paediatric first-aid qualification. This puts the children at risk in the event of an emergency.
- The children learn about the world around them from daily visits in the local environment. They enjoy visits to the local nature reserve and other local amenities, such as the library and the park. This benefits the children. They develop good physical skills and gain an understanding about their community.
- The manager has adopted a curriculum that is inclusive and ambitious. Children benefit from an engaging environment. It is designed to give all children the knowledge they require before moving on to the next stage in their life.
- Staff use daily communication activities to enhance speech and language. This builds on what the children already know and introduces new words through rhymes and songs. This supports the children to make good progress at pre-school.
- The manager monitors the practice of her staff. She ensures that she shares ideas for improvement. However, at times staff are not provided with the support needed to ensure they understand the intent behind their key children's

learning. This results in children not receiving consistent opportunities to build on what they know and can do.

- Staff are sensitive to the needs of the children, particularly following the COVID-19 pandemic. They have identified a need to provide a literacy rich environment. Children enjoy regular stories and have a book theme every term. This enables children to explore a wide range of stories that they may not have experienced previously.
- Parents speak warmly of the setting and talk about how well their children have settled. They speak about how the communication is good and key persons have close relationships to their child. This benefits the children. Information is freely shared about children's development and parents can support their child to learn at home, based on the activities children have experienced at pre-school.
- Children's behaviour is, generally, good. Children are gently reminded of the rules at pre-school. Staff skilfully help children to manage their feelings and behaviour. They praise children when they see positive behaviour and achievements, which helps children to feel positive about themselves.
- Staff use children's interests to provide meaningful activities. A child shows an interest in reptiles. Staff respond to this and introduce children to different types of reptile. This allows the staff to build on the children's interests and extend their learning further.

Safeguarding

The arrangements for safeguarding are not effective.

The manager has failed to ensure the staff have an up-to-date first-aid certificate, consequently, none of the staff are first-aid trained. This puts the children at significant risk. Nevertheless, the manager and staff understand the signs and symptoms which may indicate a child is at risk from harm. They are aware of other risks, such as unsafe use of technology and extremist views. They understand the procedure to take if they have concerns about a child. They have adopted a robust risk assessment to ensure potential risks in the environment are minimised.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff undertake first-aid training and ensure the qualification is maintained.	24/06/2022

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

- ensure support is given to all staff to understand the curriculum intent, so that they can extend children's learning at every opportunity.

Setting details

Unique reference number	EY349077
Local authority	Leicestershire
Inspection number	10064471
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	26
Number of children on roll	7
Name of registered person	Foster, Lara Alice
Registered person unique reference number	RP514323
Telephone number	0116 269 6406
Date of previous inspection	8 July 2015

Information about this early years setting

Thurmaston Village Pre-School registered in 2007. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens on Monday from 9.15am until 12.15pm and Tuesday to Thursday from 9am to 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie North

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents and carers shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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