

Inspection of Thomas Estley Pre-School and Out of School Club

Thomas Estley Community College, Station Road, Broughton Astley, LEICESTER
LE9 6PT

Inspection date: 28 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive happy at the pre-school and they are warmly greeted by staff. They understand the routine. Children select their name, place their belongings on a peg and attach their name card. This gives children a sense of belonging and promotes independence. Staff thoughtfully support children to separate from their parents. They offer children a cuddle and seek out their favourite activity. Children value the caring nature of the staff; they feel reassured and safe. Children soon engage in the activities set up for them, seeking out their friends to join in with their play.

The outdoor learning environment provides children with opportunities to explore and experience physical challenge. For example, children arrange plastic reels, crates, planks of wood and hoops to make an obstacle course. They take turns to negotiate their way over the course. Children learn to balance and use their large muscles for intended movements. They make the activity more challenging by taking reels away, so they have to stretch their bodies further. Children work together to rebuild a slope and say 'thank you' to their friends for helping. Furthermore, children learn to take manageable risks. They skilfully climb trees and squeal with delight as they swing from the branches.

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

- Staff find out about the experiences children have had before they attend the pre-school to support their future learning. For example, staff have identified that during the COVID-19 pandemic, some young children have spent less time mixing with others. For these children, staff support their social skills through routines and activities to encourage sharing and turn taking.
- The pre-school staff develop effective links with local schools, supporting a smooth transition when it is time for children to move on. Furthermore, staff work closely with other settings that children attend. Children's next steps and achievements are shared. This joined-up approach ensures consistency for children and helps them to make progress.
- Overall, children behave well. Staff support them to develop good social skills and manners. They say 'please' and 'thank you' and play cooperatively with their friends. Children follow instructions and make their own choices about what they would like to play with. However, on occasions, staff do not consistently support children to understand how their behaviour affects others.
- Leaders and staff have a strong focus on self-evaluation. They regularly evaluate what activities and resources have worked well. If an activity or resource is not accessed, staff think about how they could adapt it to better meet the interests of the children. The manager meets with staff individually to discuss their well-being and professional development. Training needs are identified and planned for. This helps staff to improve the knowledge and skills they need to teach

children effectively.

- Parents are highly complementary about the pre-school and say they would not change a thing. They report that they receive regular updates about their children's achievements and staff share ideas of activities to do at home. This supports children to make progress and embed learning. Parents say that staff obtain their views and feedback. They ask for suggestions and comments on activity ideas. This demonstrates collaborative working and gives parents a voice.
- Staff teach children about other cultures through celebrations. However, staff do not always help children to reflect on their own differences, or develop their understanding of what makes them unique.
- Staff provide opportunities for the pre-school children to mix with older children. They huddle together in the cosy area and share their chosen book. This enhances children's social skills. Children are gaining a love of books. They benefit from visiting the school's library and take out books to share at home.
- Children with special educational needs and/or disabilities (SEND) are well cared for. The special educational needs coordinator works closely with parents and external professionals to ensure the needs of children with SEND are met.
- Staff generally plan suitable activities that are exciting and support children's interests. For example, children experiment in making their own 'perfume'. They hunt for items in the garden to use for the ingredients and then mix them together with water. However, during some activities, staff do not always sequence children's learning appropriately. This results in some activities being too challenging for some children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff undertake regular safeguarding training. They understand the signs and symptoms of abuse and what action to take to keep children safe from harm. Additionally, staff know what to do if they have a concern about a colleague's conduct. All staff have completed paediatric first-aid training. This means staff are equipped with the knowledge and skills to deal with any accidents effectively. Safeguarding processes include the safe use of mobile phones and cameras in the setting, and this is evident in practice. Staff are vigilant about safety and put in place a range of procedures to help keep children safe. For example, staff make sure that children are aware of road safety and wear high-visibility jackets when on outings.

What does the setting need to do to improve?

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

- provide children with more rich experiences to promote their understanding of

their own differences and what makes them unique

- enhance children's understanding of the impact of their actions on others to help them to manage their own behaviour
- support staff to consistently implement a curriculum that is sequenced and offers children appropriate challenge, to extend children's learning even further.

Setting details

Unique reference number	EY455128
Local authority	Leicestershire
Inspection number	10138457
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 11
Total number of places	24
Number of children on roll	29
Name of registered person	Success Academy Trust
Registered person unique reference number	RP532081
Telephone number	01455 283 263
Date of previous inspection	22 May 2013

Information about this early years setting

Thomas Estley Pre-School and Out of School Club registered in 2012. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including one with a relevant qualification at level 4. The pre-school operates Monday to Friday, 9am until 3pm, during school term time. The out-of-school provision opens from 7.30am until 9am, and 3pm until 6pm, during school term time. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Langley

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector and the manager completed a learning walk together. The inspector spoke with the manager and staff to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

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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