

Inspection of Sandfield Pre-School

Sandfield Close Primary School, Sandfield Close, Leicester, Leicestershire LE4 7RE

Inspection date: 4 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children and parents are welcomed to the setting by staff when they arrive. Children are keen to explore and investigate when they join staff in the playrooms. They are creative when they play with dough. Children pretend to make birthday cakes and sing happy birthday to their friends. Children behave well. They learn to share when they play games with other children. For example, children take it in turns to pretend to be Mr Wolf when they play their favourite games. They squeal with excitement and run around outside safely when they are being chased by the pretend wolf.

Children who speak English as an additional language are supported by staff with their language development. For example, staff talk to children in English and their home language. This also helps children who speak English to understand that there are other languages spoken around the world. This contributes to their knowledge of similarities and differences. Children are encouraged to develop a love of books. Staff read stories to children and ask them questions about the pictures they see on the pages. Children join in with familiar phrases in the stories, such as, 'You can't catch me, I'm the Gingerbread Man.' Parents value the information they receive from staff about their children's development.

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

- The manager works alongside her staff. She supports their practice, offering less-experienced staff ideas and suggestions about how they can further support children's learning. For example, when children move confidently across stepping stones and tyres, the manager suggests that staff give children a beanbag to balance on their head when they are stepping across. This helps to challenge children's balance and coordination.
- Staff attend relevant training courses and in-house training to extend their knowledge of childcare. This helps them to support children who have special educational needs and/or disabilities. Staff encourage children to understand the words they use, for example, by using sign language.
- Staff encourage children to develop an understanding of how plants grow, such as sweet peas. When children take a keen interest in looking at the plants, staff provide them with a tape measure. Children are encouraged to develop their knowledge of numbers and measurement when they see how tall the plant is.
- The manager reflects on what she offers children and families in the pre-school. She is aware that some children have fewer opportunities for physical exercise and fresh air. Because of this, recent changes have been made to the garden, to include a shelter. This enables children to play outside and to be physically active in all weather.
- Staff support children emotionally when they face changes in their lives. For

example, before children move on to school, staff take children to see the school environment and their teacher. They support them to experience a lunchtime at the school. This helps children to become familiar with the school, the daily routines and the teacher who will look after them.

- The manager and staff find out about children's achievements when they first start. They use this information to help plan for children's good progress. The manager and staff place a strong focus on supporting children's communication and language skills. For example, they sing plenty of songs and rhymes with children. They offer small group activities to encourage children's attention skills. This helps them to develop skills for their move on to school.
- Overall, staff promote children's positive behaviour well. When children join group times, staff discuss rules and boundaries. These include for children to look and to take turns. However, during these times, staff occasionally do not fully support children to listen to the views of others, to encourage them to take turns in conversations.
- Mealtimes are social occasions, where staff sit with the children and talk to them about the healthy foods they eat. They help children understand the benefits of eating healthily. However, during some mealtimes, staff do not challenge older children to extend their self-help skills. For example, they do not offer or show them how to use cutlery that is appropriate for their age.

Safeguarding

The arrangements for safeguarding are effective.

The manager talks to staff regularly about child protection, giving them safeguarding scenarios to keep their knowledge current. The manager and staff demonstrate a good understanding of the signs of abuse. This includes if children or parents are being drawn into radicalisation. This helps to promote children's safety. Staff maintain a safe environment for children to play. They complete daily risk assessments to check there are no hazards for children. Staff supervise children well when they climb on large apparatus in the garden, promoting their safety. They help children to understand how they can keep themselves safe. For example, staff talk to children about waiting for other children to go down the slide before they do.

What does the setting need to do to improve?

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

- strengthen staff's planning of group times, to encourage children to take turns in conversations and to listen to the views of others
- support staff to build on opportunities for older children to be challenged with their self-help skills.

Setting details

Unique reference number	2546902
Local authority	Leicester
Inspection number	10215596
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 6
Total number of places	40
Number of children on roll	60
Name of registered person	Friends Pre-School Limited
Registered person unique reference number	2546901
Telephone number	07916700961
Date of previous inspection	Not applicable

Information about this early years setting

Sandfield Pre-School registered in 2019. It is situated in the grounds of Sandfield Close Primary School, Leicester, and is independently run from the school. The pre-school employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one at level 5 and one at level 6. The pre-school opens from Monday to Friday, during school term time, and occasionally operates a playscheme during the school summer holidays. Sessions are from 7.45am until 4.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views of the setting 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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