

Inspection of St. Laurence Pre-school and Club 11 Ltd.

St. Laurence Preschool & Club 11 Ltd, Broad Street, Long Eaton, NOTTINGHAM
NG10 1JH

Inspection date: 23 August 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly on arrival and show that they feel safe and secure in the welcoming environment. They make choices about which of the wide range of interesting activities to access. Children benefit from lovely, warm interactions with staff as they confidently approach them for support and praise, both of which staff give freely. Children's behaviour is good. They learn to take turns with equipment and resources. Staff provide scripts for children to use while they develop their communication skills, such as, 'Help me please'. Children are keen to talk about special events at home and share their ideas. For instance, younger children chat freely about their recent trips to the beach as they play in the sand.

Children learn about the world around them as staff encourage them to make observations. For instance, staff lie on the ground with children and discuss patterns and shapes they see in clouds. They talk about changes to the colours of leaves in the garden. Mathematics is skilfully interwoven through activities for all age groups. For example, children identify shapes from everyday items, such as spheres, ovals and rectangles. Children explain to visitors how they will make more shapes by cutting dough in half and describe lunch items as big, long and small.

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

- Parents are positive about the setting and staff, describing them as 'caring' and 'approachable'. They praise the quality of care their children receive. Parents comment on the speed at which their children settle and build strong relationships with the staff. They appreciate the regular information staff share about their children's learning and the lengths the staff went to during the COVID-19 pandemic. For example, staff provided parents with activity ideas to share at home and sent videos of themselves reading stories and singing songs.
- The key-person system is extremely effective and staff have good knowledge of their children. They use information from their observations to guide their planning. Staff plan for children's individual interests and needs. For instance, staff collect information from parents about children's favourite toys and activities. They ensure these are available, both indoors and outdoors, while children are settling at the setting.
- Staff ensure communication and language are a strong focus in the setting. They plan small-group activities to promote children's listening and their attention. Staff sing rhymes and involve children in action songs. However, sometimes staff do not always leave children enough time to think about and respond to their questions before asking another question or answering themselves. As a result, staff do not fully support children's speaking or thinking skills.
- Staff make good use of communication tools to help support children who

require extra help. For example, children who speak English as an additional language can access picture cards to make requests while they develop their vocabulary.

- Children enjoy listening to stories. Staff encourage children to comment on the illustrations and make predictions about events. They recognise the importance of reading to children and gradually increase the length of the stories throughout the year in preparation for school. Activities have books linked to a theme. This reinforces children's understanding that information can be gained from books and provides children with good opportunity to hear lots of words.
- Staff promote children's good health and encourage children to be physically active. For example, staff engage in ball games and construct obstacle courses outdoors. Children follow hygiene routines and understand the importance of washing their hands before eating. Staff talk with children about the importance of wearing hats on hot days to keep safe.
- The managers have a clear curriculum that is designed to help children develop the skills they need for the next stage in their education. They work closely with the local schools, to understand what reception teachers expect children to be able to do when they move on.
- The managers value their staff team and ensure training has a positive impact on children's learning and development. Recent training has enabled staff to tailor activities to support children's behaviour.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very good understanding of child protection and wider safeguarding issues, such as female genital mutilation. They know the importance of acting swiftly to protect children and the procedures to follow. The managers follow robust recruitment and vetting arrangements to help ensure that staff working with children are suitable for their role. The managers prioritise discussions about safeguarding at regular staff meetings to help to keep knowledge current. They create safeguarding quizzes and pose scenarios for staff to consider. Daily risk assessments help to ensure the premises remain safe and secure. Effective staff deployment means that children are well supervised and cared for.

What does the setting need to do to improve?

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

- support staff to give children the time they need to think about and respond to questions and discussions to help them to build on their thinking and speaking skills.

Setting details

Unique reference number	257860
Local authority	Derbyshire
Inspection number	10234459
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	63
Name of registered person	St Laurence Pre School & Club 11 Limited
Registered person unique reference number	RP903579
Telephone number	0115 9721405
Date of previous inspection	30 September 2016

Information about this early years setting

St. Laurence Pre-school and Club 11 Ltd registered in 2001. It is situated in Long Eaton, Derbyshire. The setting employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Harris

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 manager and has taken that into account in their evaluation of the provider.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several 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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