

Inspection of Thurmaston Village Pre-School

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

Inspection date:

16 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy developing physical skills that enable them to learn how to keep safe. Two-year-old children have a go at walking along a line of raised steps. They reach out for the hands of staff who are close by if they lose their balance. Children keep trying to complete the course on their own for some time. They smile when they receive praise from staff for doing well. Three-year-old children can go from step to step at pace and land successfully when they jump off at the end. However, leaders only provide outdoor play once or twice a week when legally this must take place daily. This limits the range of learning experiences and health benefits children gain from being outside.

Leaders and staff focus on supporting children's personal, social and emotional development following the COVID-19 pandemic. Children develop secure bonds with staff and each other. Two-year-old children seek comfort from staff when they feel tired, falling asleep when they have a cuddle. Three-year-old children introduce their friends to new people. They ask their friends for help and build a house with blocks together. Staff are good role models and help children to learn to share resources. They say 'thank you' to two-year-old children when they agree to let other children have a turn with a toy house.

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

- Leaders have made improvements to the quality of childcare since their last inspection. They ensure that there is always a first-aid qualified staff member with children. Leaders also work with the local authority to improve the quality of learning provided by staff for children. They have enabled staff to complete training with the local authority to support children to develop their language skills. However, leaders have not ensured that all the legal requirements are met.
- The staff know children well from their observations and speaking to parents. They share this knowledge with leaders to plan children's learning based on the areas of learning children most need support. Leaders and staff identify children that are not at the expected levels of development quickly. They work well with parents and other agencies to help children progress.
- Leaders identify how they can widen children's learning experiences. They provide some outings, such as trips to parks which help children learn about nature. However, they do not plan and provide outdoor activities daily, as required. Children are not receiving enough outdoor experiences to support their learning and well-being.
- Parents are happy with the care provided by the staff. They like that staff are welcoming and help children settle quickly. Parents appreciate the one-to-one care staff provide and feel that children have 'come on leaps and bounds' in

their development. They receive information about their child's progress regularly, including at stay-and-play sessions. Staff provide parents with ideas of how they can support children's learning at home.

- Staff support children to develop their communication and language skills. They use sign language and songs with actions to help children understand the meaning of words. Staff support children who speak English as an additional language to develop their language skills quickly. They obtain words in children's first language from parents to help children understand English.
- Children learn to follow routines from a young age. Two-year-old children sit for lunch and snack, receiving praise from staff for 'good sitting'. Three-year-old children put a card in their name pocket to register their arrival at pre-school. Children enjoy helping to tidy away resources when asked. However, the staff do not always give children clear explanations about acceptable behaviours. They tell children 'no throwing' without explaining why this is not appropriate.
- Staff help children learn about the importance of eating healthy food. They encourage children to eat healthy food by explaining it will help them grow 'big and strong'. Children can identify which foods are good for them and which are unhealthy when playing a board game.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a secure understanding of safeguarding. They provide staff with external safeguarding training to develop their knowledge. Leaders have designed a quick reference guide on the signs of abuse to help staff when considering concerns. Staff have a clear understanding of signs that raise concerns about children's welfare and who to contact if they have a concern. Leaders know the procedures to follow if there is an allegation against a staff member. Staff supervise children closely to keep them safe. For example, they sit with children when they eat. The premises are secure, and staff follow appropriate procedures when visitors are present.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure children are provided with daily outdoor activities to support their learning and welfare.	30/11/2022

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

- develop staff interactions with children to provide more clear explanations about acceptable behaviour.

Setting details

Unique reference number	EY349077
Local authority	Leicestershire
Inspection number	10245433
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 3
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	24 May 2022

Information about this early years setting

Thurmaston Village Pre-School registered in 2007. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two hold level 2. The pre-school opens on a 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

Will Good

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with the nominated individual about the leadership and management of 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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