

Inspection of The Village Pre School and Kids Club

St. Lawrence C of E Primary School, Lower Church Road, Skellingthorpe, Lincoln,
Lincolnshire LN6 5UZ

Inspection date: 31 January 2023

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. They run in confidently and leave their parents at the gate. Children are relaxed and contented in the calm and friendly pre-school. Children with special educational needs and/or disabilities (SEND) build strong emotional attachments with their key person. They readily go for a cuddle and share their experiences with them. Children understand the routines of the day. They listen well to instructions from staff. For example, when staff ring a bell and announce tidy-up time, children eagerly begin to help put the toys and equipment away. They show a sense of respect for the learning environment.

Children show superb early technology skills as they play and interact on the computer using age-appropriate games. They know their screen time is limited and learn to keep themselves safe when using technology. Children concentrate well as they construct unique models from recyclable materials. They demonstrate good problem-solving skills when using a variety of materials, such as boxes and tape, to create their designs. Children beam with pride as they share their creations. Staff help to raise children's self-confidence as they praise them for their achievements.

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

- The provider and managers support the staff team well. Staff report the management team support their health and well-being, and they find one-to-one meetings helpful. Staff support children with SEND well. They work with other professionals to narrow any gaps in learning quickly. This promotes the continuity of care, learning and development.
- The managers have a good understanding of the pre-school's strengths and weaknesses. Recent observations identified mathematics and physical development are areas children need more help with. As a result, staff plan whole-group time activities to support these areas of learning. However, these activities are sometimes lengthy and consolidate what some children already know rather than consistently challenging and extending their learning further.
- Overall, staff interact well with children. Children enjoy role playing doctors with staff, who act as willing patients. They create cakes out of the mud in the pretend kitchen outdoors. This demonstrates a positive attitude to learning. Staff encourage an early love of books as they read to children one-on-one or in whole-group story time. However, staff are not always quick to identify when some children might need further support to engage fully in their play and learning.
- Managers and staff have an overall good understanding of how children learn. They encourage children to choose what resources they would like to set out. This helps to ensure activities reflect children's interests and support their learning across the curriculum. Children have opportunities to take part in forest

school sessions. These help them to build life skills in a natural environment.

- Staff promote children's good health. Children spend lots of time outside in the fresh air developing their physical skills. They thoroughly enjoy negotiating space on the wheeled toys and searching for one another during a game of hide and seek. Children adopt healthy hygiene routines, when they wash their hands before and after eating.
- Staff use the local area well to introduce children to the community beyond the pre-school. They organise trips to the shops, visits to see local farm animals and outings to the neighbouring church.
- Staff encourage children to use good manners and develop self-help skills. For example, they gently remind children 'we don't say what, we say pardon.' Children develop a keen sense of responsibility. They take pride in tasks, such as setting the table for snacks. Staff offer children lots of praise for their help.
- Parents comment positively about the pre-school and the staff. They praise the quality of care their children receive. Parents say their children have made progress in their speech and language since attending pre-school. They appreciate the regular information staff share about their children's learning and the lengths staff go to meet their children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibilities in safeguarding children. They know how to identify the signs that indicate a child is at risk of harm. Staff confidently discuss whistle-blowing procedures and who they will contact if they have a concern about a colleague. The provider follows strong recruitment and vetting arrangements to help ensure staff who work with children are suitable for their role. Furthermore, ongoing checks help to ensure staff remain suitable. The staff team complete regular risk assessments to ensure the environment is free from potential hazards. This promotes a safe environment for children to learn and play in.

What does the setting need to do to improve?

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

- improve group time activities to ensure staff challenge and extend all children's learning during these times
- support staff to better recognise when some children may need additional support to help them engage in their learning.

Setting details

Unique reference number	EY283153
Local authority	Lincolnshire
Inspection number	10264534
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 11
Total number of places	24
Number of children on roll	91
Name of registered person	Graham, Lynn Heath
Registered person unique reference number	RP906798
Telephone number	07986 225 701
Date of previous inspection	19 June 2017

Information about this early years setting

The Village Pre School and Kids Club registered in 2004. It is located in Skellingthorpe, Lincoln. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The provider holds an early years degree. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides a kids club before and after school. The morning session is from 7.45am until 9am and the afternoon session is 3pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Alleary

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 manager and has taken that into account in their evaluation of the provider.
- The provider, the manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, both 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 together.
- The inspector looked at relevant documentation and evidence of the suitability of the staff working in the pre-school.
- The inspector spoke to several parents 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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