

Inspection of Little Jesters Pre-School

Faldingworth Primary School, Lincoln Road, Market Rasen LN8 3SF

Inspection date: 24 April 2023

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| 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 are happy to see staff when they arrive at the pre-school. Staff greet them warmly, which helps them to settle quickly into their play. Children have access to an environment that is very well thought out, where the activities and resources are interesting and inviting. For example, children spend a long time exploring flour and water when staff give them encouragement to use their senses. Staff give children gentle reminders to use the 'magic word' when they forget to say please and most remember to say thank you when they take their fruit at snack time. Children are polite and use good manners

Children work together alongside staff, who offer them ideas to solve problems as they piece together an obstacle course. Children persevere at this task, for example, by working out how to make the walkways level. Staff celebrate children's achievements with them, building children's self-esteem. Children eagerly listen to and join in when staff read them stories. They recall and repeat repetitive sentences. Staff share their enthusiasm and read with animation, capturing children's attention. Children, including children who have special educational needs and/or disabilities (SEND) are supported by staff to develop skills that help to prepare them for their next stage of development, including starting school. For example, there is a strong curriculum focus on developing children's social skills and supporting children to develop friendships.

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

- The manager and her small staff team work well together. Staff feel their health and well-being are well supported. They have access to regular training, which is effective in improving outcomes for children. For example, staff have attended special educational needs coordinator training. This means they have a good knowledge and understanding of how to support children who may have SEND and how to be active in accessing the correct professional support promptly.
- Staff fully appreciate the importance of supporting children's communication skills. They complete additional training to aid them in this. Staff use sign language alongside the spoken word. This particularly supports children who have a limited range of language, and younger children. Staff frequently repeat the words children say and praise them for 'good talking', alongside introducing new words, such as kaleidoscope.
- The manager has a good understanding of the effects of the COVID-19 pandemic. She has identified that children's sharing and turn-taking has been negatively impacted. As a result, staff provide children with good opportunities and clear boundaries to learn these skills through the curriculum focus. For example, wheeled toys are very popular and children know they have to wait for the sand timer before it is their turn.

- Staff react to the children's interests. For example, children enjoy mixing colours when they paint. Staff extend this interest by introducing coloured water for children to practise filling and emptying jugs and creating new colours. These opportunities help children to retain knowledge and build on their learning.
- Staff have a clear vision of what they want children to learn from activities. For example, during carpet time, staff help children to develop their knowledge of the festival of Eid. However, occasionally, whole group times are not suitable for all children. Staff do not maintain all children's focus and attention to help them fully benefit from the learning opportunities offered. This results in children becoming distracted.
- Children benefit from fresh air and physical daily exercise. Staff subtly join in with children as they play and set children challenges to help them to learn new skills. This includes asking children to roll and spin a plastic hoop, helping to develop their hand-to-eye coordination. When children achieve this, they proudly approach visitors and say, 'Did you see that?'.
- The manager uses additional funding thoughtfully to ensure that children's individual needs are met, such as providing them with a hot lunch. Staff quickly identify where children need more support and implement targeted plans. This helps to narrow any gaps in children's learning and development.
- The manager and staff have strong links with the host school. Twice a week, pre-school children have their lunch in the host school's dinner hall. Once a week, pre-school children visit the school's healthy tuck shop. This contributes to a smooth transition into school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have good knowledge of safeguarding and understand the signs and symptoms of abuse. They understand their responsibilities to keep children safe and access training to keep up to date with local procedures. Staff understand the procedures to follow in the event of a concern or if an allegation is made against adults working with children. There is a secure recruitment and induction procedure in place to make sure that all staff are suitable to work with children. Furthermore, the manager checks staff's ongoing suitability each year. Staff ensure that the premises are safe and secure and supervise children closely at all times.

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 consider the individual needs of children during whole group activities so that all children benefit from teaching and learning at this time.

Setting details

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| Unique reference number | EY491786 |
| Local authority | Lincolnshire |
| Inspection number | 10279850 |
| 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 4 |
| Total number of places | 20 |
| Number of children on roll | 15 |
| Name of registered person | Little Jesters Pre-School CIO |
| Registered person unique reference number | RP907228 |
| Telephone number | 07464468932 |
| Date of previous inspection | 15 September 2017 |

Information about this early years setting

Little Jesters Pre-school registered in 2015. It is located in the grounds of Little Jesters Faldingworth Community Primary School, Faldingworth, Lincolnshire. The pre-school employs four members of childcare staff. Of these, three hold an appropriate early years qualification at level 3. The pre-school opens during term time from 9am until 3.30pm on Monday, Tuesday, Wednesday and Thursday, and from 9am until 1pm on Friday. The pre-school is in receipt of funding for the early education of 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 manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children and staff spoke with the inspector during the inspection.
- 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 showed the inspector documentation to demonstrate the suitability of staff.
- 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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