

Inspection of Caroline and Claire's Pre-School

Newtown Linford Village Hall, Main Street, Newtown Linford, LEICESTER LE6 0AE

Inspection date: 12 May 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 enter the pre-school with excitement, eager to play and staff greet children in a friendly way. Children are curious learners, who confidently explore their environment. Staff follow children's curiosity and children's lead, to maximise their learning. For instance, children learn how to plant seeds with a member of staff. This inspires children to plant their own seeds in the garden centre role-play area. They scoop up the compost and make holes in the soil, using their small-muscle skills well. Staff skilfully ask children what the seeds need to grow. Children recall their prior knowledge and respond with 'water to drink, and the sun'.

Staff place a strong focus on children's safety. This is evident as the children go outside. Children negotiate the steps down to the entrance of the pre-school, holding onto the banister carefully. Staff guide the children in a safe manner to the outside area. Children thoroughly enjoy being outside. They scream and shout with delight as they mix sand and soil together. They show an understanding of volume and capacity in their play, recognising when they have filled a container to the top with the sand and soil mixture. Staff encourage the children to count how many scoops it takes to fill the containers. This helps children to develop their counting skills.

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

- The manager is passionate about supporting her staff team. She effectively manages staff workloads and has designed a unique programme to monitor staff well-being. She uses this to evaluate and improve staff practice. Staff really appreciate this and report that they feel 'well supported' within their roles.
- The manager arranges training to support staff's professional development. For example, recently staff have attended training on sign language. Staff report that the use of sign language has had a positive impact on supporting children to communicate. Children confidently sign hello as they take part in the morning welcome session.
- Staff support children's communication and language skills well. They hold purposeful conversations with the older children. Staff use books and discussions as an opportunity to introduce new vocabulary and explain the meaning of words, such as sunlight. Younger children enjoy listening to stories. They sit with staff and become excitable as they anticipate what comes next in the story. All children enjoy singing familiar songs and rhymes, which help to further support the development of their communication and language skills.
- Staff support children to develop the skills they need for the future. They encourage the children to be as independent as possible and to learn to do things for themselves. This is evident as children independently wash their hands for lunch. They find and open their lunch boxes and try and do their zip

up on their coats to go outside.

- Staff work effectively in partnership with parents to meet children's individual needs. They regularly talk with parents and agree on children's learning. Parents comment on how friendly the staff are and they feel confident leaving their children in a safe environment. They enjoy receiving the weekly video from the manager to explain what the children will be doing while at the pre-school. This helps the parents with their children's learning at home.
- Overall, children behave well in the pre-school. For example, they share and take turns with toys, and are polite to one another. Most children know the rules and follow them well overall. However, at times, some staff do not consistently deal with unwanted behaviour. As a result, some children do not always follow the rules and boundaries of the pre-school. For instance, a few children do not handle and play with toys respectfully. They throw and kick the toys as they play.
- The manager and staff team deliver a thoughtful, targeted curriculum to all children. Children are, generally, engaged and excited to learn. Staff implement most of the curriculum well. For example, they help children to understand their emotions as part of their personal development. However, less emphasis is given to helping children to develop their physical skills. This weakness is most notable with older children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure that they keep their safeguarding knowledge up to date. The manager follows robust recruitment procedures when appointing new staff to help to ensure that they are suitable for their roles. She engages with the local authority to discuss changes to safeguarding guidance, and ensure that the pre-school safeguarding policy is up to date. Staff complete thorough risk assessments to help keep children safe.

What does the setting need to do to improve?

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

- ensure all staff consistently use the behaviour strategies, so that children clearly understand the type of behaviour that is expected of them
- improve the curriculum for physical development to help children develop their core muscle skills.

Setting details

Unique reference number	EY331057
Local authority	Leicestershire
Inspection number	10285381
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 4
Total number of places	30
Number of children on roll	32
Name of registered person	Brewster, Caroline Anne
Registered person unique reference number	RP511325
Telephone number	0787 5687748
Date of previous inspection	4 October 2017

Information about this early years setting

Caroline and Claire's Pre-School registered in 2006 and is located in Newtown Linford, Leicestershire. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds a level 2 qualification. The pre-school opens all year round, Monday to Friday, from 9am until 3pm, except for bank holidays and a week at Christmas. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

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 has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk of the provision with the manager and discussed how she organises and implements her curriculum.
- The manager took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The inspector observed interactions and the conversations between the staff and the children and considered the impact these have on children's learning.
- The parents spoke to the inspector, so she could take into account their views.
- The inspector had a discussion with the manager about the staff's training and how she evaluates their practice.
- The manager showed the inspector relevant documentation and evidence of the suitability of the staff.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection.

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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