

Inspection of Little John's Pre-school

St John the Baptist Church, Clarendon Park Road, Leicester LE2 3AD

Inspection date: 18 May 2023

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

The manager does not identify gaps in her own or her staff's safeguarding knowledge and understanding. Some staff do not have a secure enough knowledge of the 'Prevent' duty or other local safeguarding concerns, such as radicalisation and county lines. Therefore, they are unable to follow the correct referral procedures to gain the support children may require to keep them safe.

Despite this, children settle quickly and are eager to play. They join in with their friends and engage happily. Staff help children practise their independence skills. As children play dressing up together, they dress in coats and hats to pretend to be chefs. They practise their small-muscle skills as they pat and squeeze the play dough and break off tiny pieces to make a caterpillar picture.

Staff are encouraging, approachable and have high expectations of children's behaviour. Children form secure relationships with staff as they support them to feel confident about their move on to school. The children wave to the local school children as they arrive for their daily visit at the nearby school playground. They eagerly explore the wealth of climbing frames as staff support them with their physical skills. Children join in with dancing and moving to music as they stomp like dinosaurs.

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

- The manager does not have a secure enough knowledge of safeguarding. Furthermore, she has not developed mechanisms for checking that staff's knowledge is secure. The manager is not aware of what staff do and do not know. She does not provide staff with enough training and development opportunities. Some staff are not up to date with the 'Prevent' duty guidance. They cannot identify signs that children may be at risk of exposure to extreme views or county lines.
- The staff understand the children's capabilities well. They identify children who need extra support with their communication and language. Staff support children who are learning English as an additional language. They use words in children's home languages to help support children to understand English. As a result, children make good progress in their understanding and speaking skills. Staff recognise children with special educational needs and/or disabilities (SEND). They provide extra support for children to ensure that all children make good progress.
- Staff provide a range of engaging activities that cater to children's individual learning needs. They model positional language as children pick up sand to put into a toy house for their dinosaurs. Staff use language such as 'in' and 'on top of' the sand. However, staff do not always focus on children's spontaneous

interests to extend their learning. For example, during a walk, the children excitedly point out a spider's web. Staff do not use this interest to talk about the spider or encourage children to be curious and further extend their learning.

- Staff promote children's love of stories. They provide books throughout the pre-school for children to explore during their play. They read stories and introduce new words as children engage. Staff talk about the characters in the book, and children learn to answer questions, such as, 'Who wears a crown?'.
- Children generally behave well. Staff provide consistent messages for children about their behaviour expectations. For example, children know to stop and wave their hands in the air when they hear the tambourine. Staff identify children who need additional support and provide extra time for them and use visual cues, as well as gentle reminders.
- Staff regularly take children on local walks in the fresh air and provide exercise in the nearby school playground. They offer children a range of opportunities to learn about keeping healthy. During snack time, staff talk to the children about oranges and strawberries being their favourite fruits.
- Staff enthusiastically speak of attending healthy eating training. The staff invite parents to prepare food with the children and talk about healthy meals, such as how to make a fruit salad.
- Parents speak of the caring staff and say their children are happy to attend. Parents state they feel supported with help to potty train their children. They state staff encourage their children to be more confident, independent and to learn to speak English.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not fulfil their responsibilities in relation to safeguarding children. The manager does not have sufficient knowledge of safeguarding. The monitoring of staff's safeguarding knowledge is ineffective. Some staff are not familiar with the 'Prevent' duty or county lines. However, staff are aware of indicators that children may be at risk from the main types of abuse and recognise the signs and symptoms to look for. They understand the pre-school's policies and procedures for identifying, recording and reporting these concerns to the relevant bodies. Staff complete risk assessments for the premises and before outings. They encourage children to help keep themselves safe by teaching them about road safety when out on walks.

What does the setting need to do to improve?

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

	Due date
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ensure that all staff, including those who have designated safeguarding roles, have an up-to-date knowledge of safeguarding practice and procedures, including county lines and the 'Prevent' duty.	05/06/2023
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To further improve the quality of the early years provision, the provider should:

- support staff to consistently extend children's learning during spontaneous activities.

Setting details

Unique reference number	226940
Local authority	Leicester
Inspection number	10279936
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	44
Name of registered person	Little John's Pre-school Committee
Registered person unique reference number	RP523195
Telephone number	07939132440
Date of previous inspection	6 September 2017

Information about this early years setting

Little John's Pre-school registered 1993 and is located in Leicester. The pre-school employs eight members of childcare staff. Of these, five hold an appropriate early years qualification at level 3 and one at level 2. The pre-school opens from, Monday to Friday, term time only. The morning session is from 9am to midday and the afternoon session is from midday to 3pm. The pre-school provides funded early education for two-, three-and four-year-old children.

Information about this inspection

Inspector

Caroline Winterton

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the pre-school.
- 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 inspector observed the interactions between staff and children.
- The inspector carried out a joint observation 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 pre-school.

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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