

# Inspection of Saffron Pre-School

Linwood Centre, Linwood Lane, LEICESTER LE2 6QJ

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Inspection date: 4 September 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 and parents are warmly welcomed by friendly staff as they arrive at pre-school. Children enter eagerly to start varied learning experiences. They are supported by staff who know them well. Staff have effective relationships with families. Parents share experiences from home, which supports children's learning further. Leaders have a clear vision on children reaching their full potential. A sequenced curriculum offers activities based on what children already know. All children, including children with special educational needs and/or disabilities (SEND), make good progress in their learning.

Children build good relationships with staff and their peers. They display consideration for each other, offering emotional support to new children who are settling in. Staff are good role models and remind children to share and take turns. Children behave well and understand what is expected of them.

Children watch as others skilfully pour and fill containers in the water tray. They comment, 'Wow!', in recognition of the skills they see. Children are proud of their achievements. They work collaboratively to build with natural resources. Staff encourage them to test their ideas and they extend learning by introducing the children to building on a flat surface rather than a hill or slope. Children enthusiastically share this understanding, stating, 'Build here, it won't fall, it's flat.'

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

- Leaders have high expectations for all children who attend. They have devised an ambitious curriculum. However, this is not fully embedded across the setting. At times, opportunities to expand on learning and interactions are missed. For example, staff do not always skilfully explain the intent of activities to children. Children lose focus and become disinterested.
- Staff comment on how well supported they feel both personally and professionally in the setting. They have regular supervision meetings with leaders, where they discuss their well-being and professional development. Staff are supported to continue their training by completing courses, which in turn enhances the experiences of the children at the pre-school.
- Staff keep parents up to date with children's progress in a variety of ways. Parents speak highly of the staff and state that their children have developed noticeably since attending. Some parents report that the staff are like the children's 'second family'. This has a positive impact on children's continued learning at home.
- The provision for children with SEND is good. Staff observe and assess children's progress, which is reviewed regularly and shared with parents. This ensures that children with SEND make the best possible progress. Staff assess the provision

regularly to make any adaption to meet children's specific needs. This supports children to feel valued and included.

- Staff promote independence and self-care as part of the broader curriculum. They encourage children to access resources and their belongings independently. Children independently hang up their own coats and put on their own aprons. However, staff do not consistently sequence independence across the pre-school, in particular at mealtimes. As a result, children do not always have the opportunity to develop skills and build on what they already know.
- The curriculum for communication and language is well promoted. Staff provide children with a narrative during their play and offer children new vocabulary. Children then repeat newly acquired words in their play. Children with limited speech are supported by staff using single words and repeating simple sentences. Staff support other children through simple sign language and visual prompts. This develops children's vocabulary and their understanding of language skills.
- Staff promote positive emotional development in the pre-school. Children are reminded to be kind and considerate of others' feelings. As a result, children are compassionate towards each other. Children who struggle to regulate their emotions are supported by staff effectively. For example, staff share focused interactions discussing feelings with children. This enables children to be less overwhelmed and develop emotional understanding.
- Staff positively promote books and the love of reading with the children. Even the youngest children choose and handle books carefully. Staff have a focused story that they read out loud in an exciting way, which captures the children's imagination. This helps to foster children's love and respect for books.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first

## **What does the setting need to do to improve?**

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

- develop further consistency in supporting children to be more independent in their daily activities and routines
- support staff to develop interactions and teaching further so that children have the best possible learning opportunities.

## Setting details

<b>Unique reference number</b>	EY398586
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10355058
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	60
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Telephone number</b>	0116 373 7239
<b>Date of previous inspection</b>	15 November 2018

## Information about this early years setting

Saffron Pre-School registered in 2009. It is situated in Leicester. The pre-school employs four members of childcare staff, three of whom have appropriate childcare qualifications at level 3 and one holds a level 2 qualification. The pre-school provides funded early education for two-, three- and four-year-old children. It is open weekdays during term time, from 9am until midday and from 12.30pm until 3.30pm.

## Information about this inspection

### Inspector

Emma Serdet

## 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 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 communicated with the inspector during the inspection.
- The inspector held discussions with leaders to assess the effectiveness of leadership and management.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views on the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager showed the inspector key documentation on request.

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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