

Inspection of Lea Pre-School & Kids Club

Frances Olive Anderson C of E School, The Grove, Lea, GAINSBOROUGH,
Lincolnshire DN21 5EP

Inspection date:

23 September 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children develop their knowledge of technology when they learn how to use an electronic microscope. Staff help them to understand that it needs to be plugged in to give the battery power. Children are keen to share their knowledge of what they learn. They tell visitors and staff, 'It needs to charge. It has a low battery.' However, some staff are not always clear about what their new key children need to learn next. Staff who know how to extend children's learning do not share this information effectively with the rest of the staff team to help staff to plan challenging activities. Consequently, some children do not receive enough support to make progress in their learning. In addition, staff do not support parents to contribute to their children's learning at home.

Most children are keen to play with the activities staff offer. Younger children play games with staff to encourage their listening skills and to identify the sounds of different animals. Parents say that staff help their children to develop their language skills. However, children who lack confidence are not as well supported as their more confident peers. Children show an understanding of routines that are embedded by staff. For instance, when staff play music, younger children clap their hands in anticipation of being given instructions to tidy away toys. Older children willingly help staff to put toys away.

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

- The management team understands what it wants all children to learn. This includes for children to be independent. For example, staff encourage children to put on their shoes and slippers. Younger children receive support from staff; older children manage this on their own.
- Overall, staff meet children's care needs well. However, key persons who do identify children's next steps do not consistently share this information with other staff. This means that staff are unable to plan effectively so that children can receive the support they require to make the best possible progress in their development.
- The management team helps staff to build on their professional development. It invites school teachers from the host school to speak to staff about how to help older children develop their literacy skills. This includes helping children learn how to identify the sounds that represent letters of the alphabet.
- Staff support children to solve problems in their play. For example, when younger children negotiate how to fix a wooden train track together, staff suggest they turn it around. Children listen and work out how to attach the pieces together.
- Staff share information with parents about their children's day. This includes seeing photos of activities their children take part in. However, staff do not offer

parents ideas and suggestions about how they can continue to support their children's development at home.

- Children have opportunities to make connections in their play, such as bringing stories to life. For instance, after staff read children a story about using flour to make bread, they offer children opportunities to mix flour and water to learn how to make their own bread.
- Staff help children to understand expectations for their behaviour. For example, during group time, staff model how to be kind and polite to each other for older children to observe. Staff give younger children gentle reminders to follow the rules. For instance, when children run indoors, staff remind them to use their 'walking feet'.
- Children are keen to join activities staff plan for them. For example, children join a group time where staff help them name their peers to help develop their social skills. However, less-confident children are not always supported as well to engage in activities.
- Staff support children's communication and language skills well. For example, they sing songs with children. Staff introduce new words when they play alongside children, helping build on their vocabulary. This includes introducing the word 'knead' as they show children how to use their hands to knead dough.

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

	Due date
ensure staff know children's individual developmental needs and use this to plan challenging experiences for them	23/12/2024
ensure that key persons share information about children's learning needs with all adults who support them.	23/12/2024

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

- strengthen information-sharing with parents to help them continue their

children's learning at home

- help staff to support less-confident children to engage in learning.

Setting details

Unique reference number	EY437985
Local authority	Lincolnshire
Inspection number	10362915
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 12
Total number of places	48
Number of children on roll	145
Name of registered person	Heath Farm Day Nursery Ltd
Registered person unique reference number	RP529044
Telephone number	01427613193
Date of previous inspection	9 April 2019

Information about this early years setting

Lea Pre-School & Kids Club registered in 2011. It is situated in Frances Olive Anderson C of E School in Lea, Lincolnshire and is independently run from the school. The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one has qualified teacher status. The pre-school opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and operations manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views on the pre-school with the inspector.

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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