

Ullesthorpe Pre-School

Main Street, Ullesthorpe, Lutterworth, Leicestershire, LE17 5DH



Inspection date	6 March 2018
Previous inspection date	8 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection, the manager and her staff team have worked effectively to develop the pre-school. They have worked closely with the local authority and have addressed the action and recommendations raised at the previous inspection to improve and develop practice.
- Children's behaviour is very good. They listen well to staff, follow instructions and play cooperatively with one another. Children show good skills in managing to share and turn take. For example, they use a sand timer to help them know when it is their turn to use a toy another child has.
- Partnerships with parents are a particular strength at this setting. Staff regularly provide information about children's progress and development. They ensure parents have regular opportunities to share what they know about their child's learning outside of pre-school.
- Children are confident in their interactions with staff. They are keen to share their learning experiences with them. Staff plan for children's learning, based on their interests and what they need to learn next.

It is not yet outstanding because:

- The manager has not fully developed the performance management procedures to help her precisely identify and plan for staff's training needs to raise the quality of teaching to the highest level.
- Sometimes, staff do not always make the most of every opportunity to model language or use commentary to build on speech for younger children.

What the setting needs to do to improve further

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

- embed the performance management procedures to precisely target staff's training and development needs and raise the quality of their teaching to the highest level
- use every opportunity to model and use language to enable every child to make even better progress in their spoken skills.

Inspection activities

- The inspector held a meeting with the manager. She looked at relevant documentation, such as a sample of policies and procedures, risk assessments and evidence of the suitability and qualifications of staff working in the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Alex Brouder

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and her staff have a good understanding of local safeguarding procedures and understand their responsibility to report any concerns about a child's welfare. Appropriate recruitment procedures ensure staff working with children are suitable. The manager ensures that all staff complete an induction programme to ensure that they have a clear knowledge and understanding of their roles and responsibilities from the start. Parents speak highly of the caring and kind staff team, and of the good progress their children make. Staff take time to find out about children's care and learning before they begin in the setting. This helps staff to plan for children's learning from the outset. The manager works well in partnership with local schools and other settings which children attend. This contributes to children's successful transition into school and their continued learning.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's learning and accurately identify what they need to learn next. Children really enjoy their time in pre-school. They are engaged, show high levels of motivation and visibly flourish in this welcoming environment. Children show good dexterity as they smooth glue onto card and carefully sprinkle glitter to make a present for Mother's Day. They enjoy a spur of the moment activity as they, with the support of staff, decide to wrap presents for each other and staff. They use scissors to cut out the desired amount of paper and sticky tape to secure. Staff extend children's learning further, they ask them open-ended questions about what is inside. They explore children's knowledge of shape as they ask them to name the shapes they have wrapped.

Personal development, behaviour and welfare are good

Children have access to a well-resourced play environment, indoors and outdoors. Staff make good use of all spaces accessible to children to enable them to take part in a range of activities which covers all areas of learning. Children enjoy being outdoors and have free-flow play in this area. They laugh with delight as they successfully blow bubbles and chase these around the garden. They enjoy using the pretend bricks to build a wall. Children's good health is well supported. Children make a choice from a selection of fruit at snack time. This helps to promote their understanding of what constitutes a healthy diet. Staff help children to manage risk as they use knives to help cut up the fruit at snack time.

Outcomes for children are good

Children are well prepared for their next stage in learning and develop the skills that will support them when they make the move on to school. They are confident and show good independence skills. From a young age children demonstrate good self-help skills. They take off their coats, hang them up and change from outdoor to indoor shoes. Children recognise their names as they self-register each morning. Older children begin to name the sounds letters make and form recognisable letters.

Setting details

Unique reference number	EY313962
Local authority	Leicestershire
Inspection number	1099407
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	29
Name of registered person	Ullesthorpe Pre-School Limited
Registered person unique reference number	RP907560
Date of previous inspection	8 May 2017
Telephone number	01455208375

Ullesthorpe Pre-School registered in 2005 and is managed by a committee. The pre-school employs five members of staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 4. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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