

Great Bowden Pre-School

Church Hall, Dingley Road, Great Bowden, Market Harborough,
Leicestershire LE16 7ET



Inspection date	15 January 2019
Previous inspection date	17 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Staff are conscientious and hard working. They provide children with a well-resourced learning environment that helps them to make good progress.
- Partnerships with parents are effective and well established. Parents are kept informed about the activities that their children are involved in and the progress that they are making. Staff provide parents with ideas and guidance about how they can continue to support their children at home.
- Staff continuously consider ways to develop the practice of the setting. The views of children, parents and staff are valued and taken into account. New initiatives that the setting are considering are thoroughly evaluated during staff meetings.
- Staff observe children as they play. This helps them to make accurate assessments of their current developmental stage and provides opportunities that are appropriate to their next stage in learning.
- Children settle quickly at the setting. They are happy and secure. Children form close attachments to members of staff who are attentive to their individual needs, for instance, when they are tired.
- On occasions the indoor noise levels in the setting do not allow for children's speaking and listening skills to be effectively supported.
- Professional development opportunities for staff are not yet fully effective, to help raise the quality of their teaching practice to the highest possible level.
- Staff do not always adjust their teaching methods, during planned activities, quickly enough to suit the varying needs of the different ages of children.

What the setting needs to do to improve further

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

- consider ways to reduce the indoor noise levels to maximise opportunities for children to develop their speaking and listening skills further
- focus professional development for staff more precisely, to help raise the quality of teaching practice to the next level
- ensure teaching, and planned experiences, consistently suit the different ages of children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Ann Lee

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of the procedure to follow should they have any concerns over the welfare of a child. Staff supervise children well at all times. The manager deploys staff effectively, both inside and outdoors. For example, as children and their parents enter and exit the premises, a member of staff remains at the door until the start and end of the sessions. The manager ensures that all staff are suitable to work with children through the implementation of robust recruitment and retention procedures. The manager makes sure that children are provided with a broad range of interesting activities. Any gaps in children's learning are swiftly identified and closed as quickly as possible. The setting works exceptionally well with other settings and professionals, in particular in relation to those children who have special educational needs and/or disabilities. Parents speak highly of the progress that their children make, as well as the care shown to their children by the staff.

Quality of teaching, learning and assessment is good

Staff understand how children learn. They spend time finding out about children's interests and what they know, and can do, before they start at the setting. Staff encourage children to lead their own learning, offering guidance and suggestions at appropriate times. For example, children enjoy creating a tower from building bricks. Staff suggest that they move it onto the floor so that they can make it even higher. Children marvel at the height that they have achieved. Staff share their delight with the children, using the opportunity to introduce new mathematical vocabulary, such as 'bigger than' and 'smaller than'. Children have lots of opportunities to develop their imagination in the outdoor area. They work together building a house out of bricks and tell staff that they need to phone the 'electrician' to come and do some work. Other children competently use magnifying glasses for investigation purposes.

Personal development, behaviour and welfare are good

Children enter the setting with enthusiasm. They make independent choices over whether to play inside or outdoors and show familiarity over where resources can be found. Children have lots of opportunities to be physically active. Staff help children to learn how to keep themselves safe as they run, jump, climb and balance. Children's behaviour is good. Staff support children to share, take turns and to show respect for each other. Children are attentive to the routines of the setting. Even very young children confidently know the procedure to follow at snack time which includes clearing away their utensils. Staff help children to develop a healthy lifestyle. They provide suggestions to parents of what food to send in their children's lunch boxes.

Outcomes for children are good

All children make good progress from their initial starting points. They are confident, motivated and interested in the opportunities that the setting provides for them. Children show curiosity and self-assurance as they engage in conversations with visitors. They want to know why they are there and what they are doing. Overall, children gain skills that will prepare them for the next stage in their learning, or move to school.

Setting details

Unique reference number	226404
Local authority	Leicestershire
Inspection number	10064442
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	28
Number of children on roll	46
Name of registered person	Great Bowden Pre-school Committee
Registered person unique reference number	RP907238
Date of previous inspection	17 September 2015
Telephone number	0779 0470411

Great Bowden Pre-School registered in 1984. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens on Monday, Tuesday, Wednesday and Thursday from 8.45am until 3.15pm and from 9am until 1pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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