

Great Bowden Pre-School

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



Inspection date

17 September 2015

Previous inspection date

8 December 2011

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

- The quality of teaching is good. Staff provide an interesting and varied range of activities, based on the children's individual interests. Children make good progress in their learning and development.
- Staff support children who are disabled or who have special educational needs effectively. They use their strong partnerships with outside agencies to help them meet children's individual needs successfully.
- There is a strong focus on promoting children's speaking and listening skills. Staff maximise every opportunity to reinforce children's vocabularies and conversation skills throughout their time at the setting.
- Children are prepared well for their move to school. Staff take children to visit their new schools and teachers are invited to visit children in the pre-school.
- Staff build good relationships with the children and their families. There is an effective key-person system and children feel safe and secure.
- Staff understand their roles and responsibilities with regard to safeguarding children. Clear procedures are known and understood by staff. Children's safety is well maintained.

It is not yet outstanding because:

- Staff do not always encourage parents to share developmental information when their children first start at the setting or ongoing information about their children's learning at home.

What the setting needs to do to improve further

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

- encourage parents to share information about what their children already know and can do when they first start at the setting
- extend opportunities for parents to share their observations of their children's learning and achievements at home.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's learning journey progress records, the planning documentation, evidence of the suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work well together as a team. Most of the staff team hold early years qualifications and have many years of experience looking after children. This has a positive impact on the quality of teaching overall. Staff have regular meetings with the manager and are encouraged to attend further training to enhance their practice. The manager monitors the educational programme and tracks children's overall development. She ensures that any gaps in children's progress are identified and addressed, seeking specialist support if necessary. Arrangements for safeguarding are effective. Parents are kept informed about their children's learning and development. However, parents are not always supported well enough to share details about children's learning and achievements at home. Staff miss opportunities to plan activities that build upon recent experiences.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through play and are skilful in their interactions with them. Children are engaged in purposeful conversations as staff ask open-ended questions to extend their vocabularies. Their early mathematical skills are also promoted. Staff encourage children to measure, compare and count as they play with sand. Staff use songs to help younger children to settle before large-group activities. They make good use of props in guessing games to develop children's listening skills. Staff regularly observe, assess and plan for children's needs. They encourage parents to share some information about their children, such as their likes and dislikes, when they first start at the setting. However, staff do not always find out enough about what children already know and can do, in order to help them quickly and accurately establish children's starting points.

Personal development, behaviour and welfare are good

Staff work hard to create a calm and welcoming atmosphere where children thrive. Children are confident and happy. They enjoy the secure, trusting relationships they have with staff. Children have plenty of opportunities for fresh air and exercise. They are able to choose whether they want to play indoors or outside. Many prefer to play outside where they develop their physical skills using a range of wheeled toys, climbing equipment and construction materials. Staff treat children with respect and model the use of good manners. They remind children to share and take turns. Children behave very well and show care and concern for their friends.

Outcomes for children are good

All children make good progress. Children are developing good self-care skills. They pour their own drinks, wash their hands and tidy away resources at the end of the session. Children learn key skills that prepare them well for starting school.

Setting details

Unique reference number	226404
Local authority	Leicestershire
Inspection number	866283
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	40
Name of provider	Great Bowden Pre-school Committee
Date of previous inspection	8 December 2011
Telephone number	0779 0470411

Great Bowden Pre-School was registered in 1984. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3.15pm on Mondays, Tuesdays and Thursdays and from 9am until 1pm on Wednesdays and Fridays. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who are disabled or who have special educational needs.

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