

# Inspection of Great Bowden Pre-School

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

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Inspection date: 10 December 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 show that they feel secure with the caring staff. They seek out staff for cuddles and reassurance when needed. Staff listen to children's conversations carefully and respond warmly. They provide good support for children's emotional well-being. For instance, they encourage children to think about their emotions, using 'colour monsters' to represent feelings. Children say, 'I feel blue and I want to feel yellow.' Staff help children to build their resilience and start to manage their own behaviour. They are positive role models who are kind and respectful.

Staff want children to develop their independence. For example, children practise pouring drinks at snack time. They serve fruit and vegetables for themselves. Children find their name cards to place on the table while they eat, and replace them in a basket afterwards. Staff encourage children to help with tidying away resources. Children are eager to carry out tasks and show a sense of belonging in the welcoming setting.

Staff prioritise the development of children's communication and language skills. For example, they sit with children at meal times and talk about different foods that they are eating. They introduce new words, such as 'shiny', to add to children's vocabulary. Staff provide a commentary for children's play so that they can hear and recall different words. All children, including those with special educational needs and/or disabilities (SEND), gain the basic skills they need for the next stage of their learning.

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

- Children have plenty of opportunities to use their imagination in role play. For instance, staff provide children with pieces of material for dressing up so that they can create their own costumes. Children pretend that they are driving Father Christmas's sleigh as they sit together on a large model wooden car. They are active learners who lead their own play.
- Staff read to children in small groups throughout the day in the cosy book area. Children snuggle up to staff and listen intently to their favourite stories. They develop a love of books. This helps to support the good development of children's early literacy skills.
- Children confidently make choices as they access a wide range of exciting resources that motivate them to learn. For example, they delight in wrapping up toys with Christmas paper and sticky tape. They work out how much paper and tape they will need with the help of staff. Children practise counting forwards and backwards during activities, including number rhymes. This supports their early mathematical skills.
- The pre-school has recently changed their planning to help ensure that intended

learning outcomes for all activities are clear. However, staff have not yet evaluated the impact of new planning strategies to inform consistently precise next steps for children.

- Staff carry out research to bring new ideas to the pre-school experiences. They attend training that helps them to gain new skills or refresh their knowledge. However, support given through supervision is not as strongly targeted on responding to individual staff's needs.
- Children benefit from outdoor play in the fresh air daily. Staff provide good support for the development of children's physical skills. Children climb, run, skip and turn during games. Indoors, they flatten and shape dough to make 'pancakes', exercising their fingers and hands. These are examples of activities that help children to practise their gross and fine motor skills.
- Parents feel well-informed about children's experiences and the progress they are making. They understand how they can help children to continue learning at home. Parents say that they enjoy attending events such as 'sing-alongs' at the pre-school.
- Staff understand the importance of working with other agencies. They have experience of caring for children with SEND and those whose home language is not English. They work closely with other professionals to support children's learning and development and smooth transitions to school.
- Children follow routines that are illustrated in pictures. They cooperate well as they play together. They learn to share and take turns because staff teach these skills during play. However, some group times are less successful in engaging children fully. This is because staff do not organise them as effectively to ensure children are fully prepared and ready for learning.

## **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:**

- review the impact of teaching and learning to better inform the planning of precise next steps for children
- strengthen the existing supervision arrangements for staff, to focus more strongly on supporting their individual support needs
- enhance the organisation of group activities to ensure that children are fully engaged throughout.

## Setting details

<b>Unique reference number</b>	226404
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10363887
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Great Bowden Pre-school Committee
<b>Registered person unique reference number</b>	RP907238
<b>Telephone number</b>	0779 0470411
<b>Date of previous inspection</b>	15 January 2019

## Information about this early years setting

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

## Information about this inspection

### Inspector

Cathryn Clarricoates

### Inspection activities

- The deputy manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of story time.
- Parents shared their views of the setting 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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