

# Little Jesters Pre-School

Faldingworth Primary School, Lincoln Road, Market Rasen, LN8 3SF



## Inspection date

15 September 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Staff make accurate assessments of children's achievements and use this information to plan challenging activities for each child. Children make good progress in their development.
- Staff meet the needs of children who have special educational needs and/or disabilities. Additional support is put in place quickly to ensure all children make consistently good progress.
- Children are well prepared for their move on to school. For example, staff take children to the host school on a Friday to choose their snack from a tuck shop. Children confidently and independently pay for their snacks.
- Information about children's achievements is shared effectively with the host school when children move on in order to promote continuity of care and learning. Staff sit with children in the school hall when they eat their lunch with school-aged children. Children learn the routine of the school day effectively.

### It is not yet outstanding because:

- Staff do not involve parents enough in the assessments of children's starting points for learning. They do not give them enough encouragement and support to share information about what children know and can do when they first start attending.
- The manager has not identified ways to maximise opportunities for staff to build further on their already good teaching skills.

## 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 be more involved in the assessment process and to share more detailed information about what their children already know and can do when they first start attending the pre-school
- extend professional development opportunities for staff to further improve teaching practice and to help children to progress even more rapidly.

### Inspection activities

- 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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of the possible signs of abuse and how to report concerns regarding children's safety or welfare. They promote the safe use of mobile phones and cameras in the pre-school. The manager has measures in place to ensure that children leave the pre-school with a suitable adult. Staff share information about children's learning with parents through, for example, daily discussions. The manager and committee gather feedback from staff and parents to identify where they can make improvements to the pre-school. Staff have made changes to the outside area to provide children with more shade and shelter as they play.

### Quality of teaching, learning and assessment is good

Staff know children well and support their emotional well-being effectively from when they first start attending. Children settle quickly and are keen to explore the wide range of interesting and inviting toys and equipment. Staff observe children as they play to find out about their levels of learning. The routine of the day gives children variety and choice. For example, children have time to lead their own play, to join in group times and to join focused learning activities to support their next steps in development. Staff help children to develop their knowledge of shapes. For example, they ask older children to choose an object and to match this with shapes that are drawn on paper. Children describe the shapes they see correctly. Staff provide opportunities for children to make shapes with their bodies, such as moving around in a circle. Staff promote children's physical skills well.

### Personal development, behaviour and welfare are good

Children regularly play outside with the good-quality equipment available. They behave well and know what is expected of them. Staff praise children for sitting well in a group and answering the good range of questions asked. This helps raise children's self-esteem. Children learn about themselves as individuals and about differences between people. For example, staff sing a welcome song using children's names. They provide opportunities for children to learn about other cultures as well as their own, helping to develop their understanding of the wider world. Staff encourage children to be independent. For example, they ask children to wash their hands prior to eating and to use a tissue to wipe their nose.

### Outcomes for children are good

Children benefit from a wealth of opportunities that supports their all-round development. They are motivated to learn and keen to explore and investigate. Children solve problems, for instance, when they put puzzle pieces together. They use numbers in their play and tell staff how many carriages they have attached to their toy train. Children have plenty of opportunities to develop their early writing skills. For example, they use crayons, pencils and pens to make marks on paper. Children make consistently good progress and are well prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	EY491786
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1021975
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Little Jesters Pre-School
<b>Registered person unique reference number</b>	RP907228
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01673 885366

Little Jesters Pre-school registered in 2015. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above. The pre-school opens from 9am until 1pm on Monday, Thursday and Friday and from 9am until 3.30pm on Tuesday and Wednesday, during term time. It provides funded early education for two-, three- and four-year-old children.

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