

Saffron Pre-School

Linwood Centre, Linwood Lane, LEICESTER, LE2 6QJ



Inspection date

19 June 2015

Previous inspection date

24 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The well-qualified staff team promote children's learning well. All children, including funded two-year-olds and children with additional needs, make good progress in their learning. This is because staff use information gained from observations and assessments to identify and plan activities, which build on children's skills and interests.
- Staff create a warm and welcoming environment where children feel settled and enjoy themselves.
- Staff know the individual children very well. This enables children to feel secure and to form trusting relationships with them.
- Parents feel welcome and appreciate regular exchanges of information about their children's learning and development. This helps to provide continuity of learning for children. Parents say, 'Everything about this pre-school is the best.'
- Children are protected well, because staff have a secure understanding of their role and responsibility to safeguard them from harm.
- Children's behaviour is good. They are confident and make choices about where they want to play and learn.
- Recommendations raised at the last inspection have been addressed. The managers and all staff show a strong commitment to maintaining standards for the benefit of children's care and learning.

It is not yet outstanding because:

- Managers do not check teaching closely enough to ensure children always benefit from excellent learning experiences delivered through higher quality teaching.
- On occasions, some staff do not consistently ensure that all children are listening and ready to start activities.

What the setting needs to do to improve further

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

- improve how managers check staff's teaching practice to support all of them to raise the quality of their teaching to a higher level, so that more children benefit from outstanding learning experiences
- ensure all staff explain to children when an activity is about to start, so that they are all actively engaged and ready to participate from the very beginning.

Inspection activities

- The inspector observed activities in all the playrooms and outdoors.
- The inspector spoke with staff, two representatives from the Pre-School Learning Alliance and children at appropriate times during the inspection.
- The inspector looked at a range of documents, including children's learning journals.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took into account of the views of the parents spoken to on the day of the inspection.

Inspector

Cathryn Wilkinson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

All staff engage children well and play alongside them, supporting their play. A wide range of exciting resources are available for children to explore what matches their interest and creativity. For example, children build with small blocks on a light box and marvel at their creations. Children who speak English as an additional language are supported to develop their communication skills in English. All children benefit from the pre-school daily routine, which helps develop the skills that prepare them well for school. For example, planned activities promote children's awareness of number, and their communication and language skills. Staff read children familiar, favourite stories and children respond enthusiastically, by joining in with the words. Stories are then brought to life, as staff provide children with opportunities to handle and taste the fruit they see in books. However, on occasions, some staff start activities before all children are listening. This means that all children are not always fully engaged and ready to learn from the start of the activity.

The contribution of the early years provision to the well-being of children is good

Children behave very well, and all staff constantly reward children with praise and encouragement. Children learn to follow the rules, as they safely climb up and down the stairs when they move from different rooms to access a wide range of play experiences. Children respond well to expectations for sharing and play cooperatively. For example, they take turns at group time as they handle natural resources, listening to each other as they talk about them. Children's physical development is promoted well. They have daily opportunities to join in the familiar dance and movement sessions, and to play outdoors. In the garden they have the freedom to explore a wealth of interesting resources. Children show a sense of belonging and are proud of their photographs, which are displayed on notice boards around the pre-school.

The effectiveness of the leadership and management of the early years provision is good

Managers ensure all staff keep up to date with current good practice through training and local network meetings provided by the local authority. A further layer of good support is provided through the links with the Pre-school Learning Alliance. This helps to ensure that all requirements are met to a good standard. However, monitoring by managers of staff's teaching is not yet supporting all of them to improve the quality of children's learning to an even higher level, through even more effective teaching. Staff monitor children's progress well, which ensures gaps are closing. This results in all children making good progress in their learning. Written summaries of children's progress are shared with parents. In addition, staff work with many other professionals to ensure that all children, including those with special educational needs and/or disabilities, needs are met. Parents speak highly of the children's learning journals staff produce. These include a host of photographs and observations of the children learning, and what they need to learn next. Parents add their comments and photographs of their children playing and learning at home. This means all parties work together to achieve good outcomes for children.

Setting details

Unique reference number	EY398586
Local authority	Leicester City
Inspection number	859970
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	92
Name of provider	Pre-School Learning Alliance
Date of previous inspection	24 February 2010
Telephone number	0116 283 2335

Saffron Pre-School was registered in 2009 and is operated by the Pre-School Learning Alliance. The pre-school is open weekdays during term time from 9am until 12 noon and 12.30pm until 3.30pm. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs 10 members of staff. All have childcare qualifications at Level 3. One staff member has a degree in Early Childhood Studies. The pre-school provides funded early education for two-, three- and four-year-old children.

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