

Sandfield Pre-School

Sandfield Close Primary School, Sandfield Close, Leicester, Leicestershire, LE4 7RE



Inspection date

23 June 2015

Previous inspection date

24 March 2009

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

- Staff closely observe children's skills and what they enjoy. They purposefully plan activities to promote children's ongoing next steps in development. Teaching is good and children make good progress in relation to their starting points.
- Children are very well supported as they prepare to move on to their next stage in learning. Staff communicate well with parents and teachers to identify and plan appropriate activities to help children settle.
- Parents are valued as equal partners, sharing the care and achievements of their children.
- Children with special educational needs and/or disabilities and those who speak English as an additional language are very well supported. Staff liaise effectively with other professionals and children benefit greatly from the inclusive educational programme.
- The individual key-person system works very well to ensure children form strong attachments with staff, who build solid relationships with parents.
- Staff are well trained in safeguarding and child protection issues. As a result, they have a secure understanding of their roles and responsibilities in keeping children safe from harm.

It is not yet outstanding because:

- Staff do not always give children enough time to do things for themselves as they play and during everyday routines.
- On occasion, children's play is interrupted as the daily routine means that they are not able to freely choose when they play outdoors.

What the setting needs to do to improve further

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

- build on opportunities for children to be independent by making sure they are consistently given enough time to do things for themselves
- review the organisation of the daily routine, in order to enable children to complete activities before they play outside.

Inspection activities

- The inspector observed activities in the two playrooms and outside and spoke to children and staff when appropriate.
- The inspector viewed all areas accessed by children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning.
- The inspector met with managers and looked at a range of policies and procedures and checked evidence of staff suitability and qualifications.
- The inspector took account of views of the parents and carers spoken to on the day of the inspection.

Inspector

Claire Jenner

Inspection findings

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

The well-qualified and experienced staff offer purposeful and interesting activities, effectively promoting children's learning and development across all areas of learning. Staff actively get involved in children's play and extend their language through well-timed questioning. They move skilfully from English to individual children's home languages. This successfully contributes to children's understanding and promotes their feelings of value and inclusion. Planning is effective and reflects individual children's next steps and interests. Indoors, dressed in high-visibility vests and hard hats, children use tools and large boxes to design and pretend to build houses. Children enjoy participating in circle time. Careful consideration to the grouping of children means that the content is well matched to their individual abilities. As a result, all children remain fully engaged and are able to contribute. Children are familiar with the daily routine. However, sometimes, children's play is interrupted as the daily routine means that children are not able to freely choose whether they play indoors or outside.

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

The environment is welcoming and appealing and children show that they feel safe and confident in the pre-school. Staff offer a very flexible settling-in process. They effectively meet the needs of all children and their families because they respond sensitively to those needing more time and support. Children form strong attachments with their peers and staff. They behave well and show care and concern for those around them. For example, they enthusiastically welcome late comers and ensure that everyone is protected by a sun hat outside. This is because staff offer consistent praise. They focus on positive behaviour and give clear expectations. Staff promote good hygiene routines and children understand the need to keep clean and enjoy healthy food and drink. Overall, children have good opportunities to be independent through activities and everyday routines. However, on occasion, staff are quick to intervene and do things for children that they could do themselves.

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

Robust recruitment and induction procedures are in place to ensure staff are suitable to care for children. Staff complete regular risk assessments to ensure the environment is safe and secure. The leadership and management team support staff's professional development. They encourage them to use what they learn to improve what they do. The manager works alongside staff everyday, demonstrating best practice and offering support and advice. She checks observations and assessments staff make of children's achievements. Together, they use the information to help them identify children's individual needs and plan effectively to help them succeed. Such positive team working means that children benefit from a continually improving provision. Parents speak highly of the staff and pre-school. They comment that their children are well cared for, safe and well-prepared for school.

Setting details

Unique reference number	226866
Local authority	Leicester City
Inspection number	866305
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	43
Name of provider	Leicester City Council
Date of previous inspection	24 March 2009
Telephone number	07812 160248

Sandfield Pre-School opened in 1999. The pre-school supports children with special educational needs and/or learning disabilities and children who speak English as an additional language. The pre-school operates Monday to Friday, from 8.30am until 11.30pm and 12.10pm until 3.10pm, term time only. There is a total of five staff who work with children, all of whom hold relevant childcare qualifications. Of these, two hold early years degrees.

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