

# Kiddisafe Pre-School

109 Coleman Road, LEICESTER, LE5 4LE



## Inspection date

2 March 2016

Previous inspection date

22 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 and consistency of teaching is of a very high standard. Staff understand the different ways in which children like to learn. They plan activities that provide children with fun and stimulating learning experiences which meet their individual needs well.
- Successful relationships with parents enhance children's achievements, both at home and in the pre-school. Staff frequently discuss with them the progress their children are making and jointly plan activities that promote children's next steps in learning.
- High priority is given to safeguarding and child protection. The management team has created a culture of vigilance. All staff are highly trained to identify and support children who may be at risk of harm.
- Effective partnerships with other childcare professionals ensure that all children, including disabled children and those with special educational needs, get the additional support they need.
- Managers coach staff, apprentices and students very well. An effective programme of professional development helps staff to improve their childcare knowledge. They cascade this knowledge to all other members of staff.
- Staff are good role models. Children behave well and know what is expected of them.

### It is not yet outstanding because:

- Systems for analysing the progress made by different groups of children are still being developed.
- Partnerships with all schools that children will move on to are not fully established. This means that some children are not as emotionally well prepared or fully supported when they make the move on to the next stage in their learning.

## What the setting needs to do to improve further

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

- build further on arrangements for comparing the progress made by different groups of children, checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- build on strengthening partnerships with all schools to support all children's learning and emotional well-being when they move.

### Inspection activities

- The inspector observed the quality of teaching in the baby room, pre-school room and outdoors. She assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the nominated person and manager of the pre-school.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector checked the evidence of the suitability and qualifications of the staff and discussed the pre-school's self-evaluation form and improvement plans.
- The inspector took account of the views of parents spoken to on the day of inspection.

### Inspector

Jacky Kirk

## Inspection findings

### Effectiveness of the leadership and management is good

Managers closely evaluate their provision. They take into account the views of staff, parents and other professionals, using these to bring about well-implemented improvements. Managers and staff have successfully addressed all the actions and recommendations given at the last inspection. All staff demonstrate high expectations for what every child can achieve. They work extremely well together and are passionate about improving the care and learning experiences they give to children. Staff accurately assess children's skills when they join the pre-school and effectively monitor their individual progress. Statutory policies and procedures are implemented to a high standard. Arrangements for safeguarding are effective. Staff fully understand the procedures to follow should they have concerns about a child's welfare. Highly effective supervision of staff is in place. This, as well as staff sharing constructive criticism about each other's teaching practice, helps to ensure the quality of teaching remains good.

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

Children are keen learners. They listen well to adults and each other. Younger children actively choose to look at books. They turn the pages, following the sentence with their finger and reading the story aloud to themselves. Older children demonstrate good reading skills as they confidently find their own tray by searching for their name. Staff promote children's understanding of numbers, shape, space, and measure well. For example, children correctly count both up to and backwards from 10 as they eagerly take part in song and dance activities. When playing with dough, staff introduce mathematical words, such as long, bigger, smaller and under as children roll and manipulate it.

### Personal development, behaviour and welfare are good

Babies feel and explore the texture of compost as they look for plastic worms. Older children become deeply involved in their own role-play games. For example, they fill their shopping trolleys with items, such as real carrots and brussel sprouts, and push them around the pre-school room. Flexible settling-in arrangements are in place. Staff and parents work together to ensure children feel safe and secure in their new surroundings. Children demonstrate excellent independence skills. They choose what they want to eat from a nutritionally balanced menu and serve themselves. They carry their plate to the table and pour their own drinks, before placing their used dishes in a bowl. Children brush their teeth after lunch. This helps them to understand the importance of keeping healthy.

### Outcomes for children are good

All children, including those for whom the pre-school receives additional funding, make very good progress. Where children's starting points are lower than expected, assessments show they make swift progress and any gaps in their learning are closing. Staff are well trained in promoting children's communication and social skills. This helps all children, including those that are less confident and those who speak English as an additional language, to develop good speaking skills. These skills prepare children well for their next stages of development, such as moving on to school.

## Setting details

<b>Unique reference number</b>	EY402808
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1030058
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	42
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Rehana Esat
<b>Date of previous inspection</b>	22 September 2015
<b>Telephone number</b>	01162762422

Kiddisafe Pre-School registered in 2010. The pre-school employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and one at level 2. The manager holds a degree and Early Years Professional status. The pre-school is open all year round from 8am until 6pm, Monday to Friday, except for bank holidays and one week at Christmas. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children, those with special educational needs and those who speak English as an additional language.

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