

Saffron Pre-School

Linwood Centre, Linwood Lane, LEICESTER LE2 6QJ



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| Inspection date | 15 November 2018 |
| Previous inspection date | 19 June 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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

The provision is good

- The manager and staff have an excellent understanding of the needs of the local community. They place partnership with parents at the heart of their work and plan many opportunities for parents to understand more about early years learning. For example, they hold regular stay-and-play sessions and workshops in addition to their daily updates.
- The manager and staff have created an inspirational learning environment. The large premises have been transformed to provide exciting and attractive spaces, such as the discovery room, where children are captivated by the extensive opportunities to learn about the world around them and develop their sensory skills.
- The key-person system is well established and children's needs are well known and met. Settling-in procedures are highly effective. Parents value the individualised programmes of induction which focus strongly on their children's care requirements and interests.
- Experienced staff work together effectively to maximise the learning opportunities for children and to minimise disruptions during the day. Their strong organisational skills contribute to the smooth running of the pre-school and promote a natural flow of play and exploration.
- Children develop their independence and self-care skills well. They confidently follow arrival procedures, such as self-registering. They freely choose between indoor and outdoor play activities and independently equip themselves with suitable clothing for these. Children make decisions about safe play and understand how they can reduce any risk of harm. For example, they move padded mats beneath the rope climb that they attempt.

It is not yet outstanding because:

- At times, staff do not help some children learn about the consequences of their actions on others.
- Occasionally, staff do not ask questions during play activities to help children share their ideas and further develop their communication skills.

What the setting needs to do to improve further

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

- strengthen children's understanding of the consequences of their behaviour on themselves and others
- create more opportunities to ask children questions during their play and encourage them to share their thoughts and ideas and further develop their communication skills.

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 members of the pre-school's management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jane Millward

Inspection findings

Effectiveness of leadership and management is good

The manager effectively evaluates the quality of provision at the pre-school. She includes a wide range of feedback from senior managers, parents and children to help her to identify further development. For example, she has reorganised the premises and deployed staff differently to increase the time that children can choose to play outdoors. The manager monitors the quality of staff's teaching and provides good support and regular supervision to help them further develop their knowledge and skills. The arrangements for safeguarding are effective. The manager ensures that staff understand how to recognise and report any concerns about children's welfare. Staff consistently follow robust policies and procedures to keep children safe, such as when children arrive and leave. Parents are exceptionally positive about the care and learning opportunities that their children receive. The manager and staff work in partnership with local agencies and other professionals to support children's individual needs.

Quality of teaching, learning and assessment is good

Staff are enthusiastic about planning stimulating activities which cover all areas of learning. They are committed to providing high-quality resources and maintain these to a high standard. Children happily develop their imaginative and creative skills in the 'messy room'. They use dough to create 'cakes' for their friends and staff and have all the ingredients available for them to make further batches of dough if they choose. Staff promote children's curiosity about the world around them. They encourage the exploration of objects made from natural resources, such as wood, and support parents to continue this at home by preparing 'treasure baskets'. Staff receive good support and training to develop their teaching skills and are eager to use their learning in their practice. For example, they plan music and dance activities to help children to develop their balance and coordination in readiness for writing. The manager and staff monitor children's progress accurately and promptly identify and address any gaps in their learning.

Personal development, behaviour and welfare are good

Staff help children to learn about the benefits of a healthy lifestyle. They promote fresh air and physical exercise in all weathers and offer a range of fruit and vegetables for snacking when children choose. Children are curious to learn about people and communities that are different from their own. They enjoy talking to staff and ask staff questions about the photographs and displays which depict people from other cultures. Staff regularly praise children and celebrate their achievements. This helps to build their self-esteem and confidence.

Outcomes for children are good

Children make good progress and gain the skills they require for their eventual move to school. Children enjoy learning and are keen to try new activities. They use a range of writing tools to practise their early writing skills and listen attentively as staff read to them in small groups. Children persevere when completing simple puzzles and construction activities. They confidently count and refer to the size and shape of large crates, pipes and wooden blocks as they aim to build the tallest tower.

Setting details

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| Unique reference number | EY398586 |
| Local authority | Leicester |
| Inspection number | 10060009 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 60 |
| Number of children on roll | 65 |
| Name of registered person | Pre-School Learning Alliance |
| Registered person unique reference number | RP900844 |
| Date of previous inspection | 19 June 2015 |
| Telephone number | 0116 373 7239 |

Saffron Pre-School registered in 2009. It is situated in Leicester. The pre-school employs seven members of childcare staff, all of whom have appropriate childcare qualifications at level 3 or above. The pre-school provides funded early education for two-, three- and four-year-old children. It is open weekdays during term time from 9am until midday and from 12.30pm until 3.30pm.

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