

# Birstall Methodist Pre-School



Wanlip Lane, Birstall, Leicester, Leicestershire, LE4 4JS

## Inspection date

23 January 2015

Previous inspection date

11 September 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff make best use of the space available to support children to make good choices and to become active learners. Children access a wide range of resources in a well-organised play environment.
- Children form secure emotional attachments with their key person. This results in children being settled and confident in their surroundings.
- Good partnerships with other agencies and professionals ensure all children's needs are met and understood. Effective links with local early years provisions effectively support children in their move on to school.
- Strong leadership means that staff are clear of their roles and responsibilities. They receive good support to guide their professional development so that their knowledge and skills are kept up-to-date.

### It is not yet outstanding because:

- Staff do not consistently encourage parents to share information regarding their children's learning at home, which means staff do not have a full and clear picture of what children can do, in order to improve their planning.
- The range of equipment in the outdoor play area does not always challenge the physical skills of more able children.

## What the setting needs to do to improve further

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

- engage parents more in their children's learning by further encouraging them to share information about their children's emerging interests and what their children do at home
- extend the range of play equipment in the outdoor area to enrich opportunities for more able children to take part in play that further enhances their physical development.

### Inspection activities

- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector held meetings with the manager of the provision and spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of inspection.
- The inspector checked evidence of the suitability of all members of the staff team, their qualifications and the provider's self-evaluation and improvement plan.
- The inspector looked at documentation, including children's records, learning and development information, progress checks, staff records and a selection of policies and procedures.

### Inspector

Hazel White

## Inspection findings

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

Children engage in purposeful play to support their learning and development. Staff enthusiastically convert the hall into a child-centred environment so that children can take part in a wide variety of learning experiences. This helps to promote skills for their future learning and starting school. Staff value parents involvement in their children's learning. However, although staff take time to speak with parents on arrival and at collection times, they do not always encourage them to share information about what children do at home. As a result, children's latest interests and learning at home are not consistently included in planning. Children competently use hammers, tacks and tiles to make intricate patterns. They learn to name shapes, discuss the different sizes of the tiles and to count how many they use. Consequently, children develop good mathematics skills. Children relish outdoor play, balancing on 'wobble boards' and riding wheeled toys. However, the equipment does not fully challenge and extend the physical development of the more able children.

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

Children thrive in a relaxed and happy environment. Staff have a good awareness of their individual needs, routines and lifestyles and this successfully promotes children's sense of well-being. Children demonstrate they feel safe and secure as they settle well and confidently interact with each other and all adults. They learn to share and behave well as boundaries for good behaviour are made clear. Children develop high levels of confidence and self-esteem because they receive praise for their efforts. Staff support children to develop a healthy lifestyle and good self-care skills. Children choose when to have their snack and serve their own food. They are encouraged to be active and have daily access to fresh air. Children learn about keeping themselves safe, for example when using hammers and tacks with care.

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

High priority is given to promoting and protecting children's welfare. Staff have a strong knowledge of child protection issues and a well-written safeguarding policy is shared with parents. Comprehensive risk assessments are carried out of all areas. This means that hazards to children are effectively identified and minimised. Rigorous recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and well-motivated. Clear procedures are in place for regularly monitoring practice and specific action plans identify areas for improvement. Professional development of all staff is supported well through regular supervisions and appraisals. As a result, the setting is always evolving and improving. Staff have close links with parents in most respects. They speak positively about the staff team, commenting on how they nurture children and offer reassurance. Partnerships with other early years providers and other professionals are strong. Staff share information effectively in order to promote children's learning and welfare, and to identify children's needs to help them make best progress.

## Setting details

<b>Unique reference number</b>	226253
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	864371
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Birstall Methodist Church
<b>Date of previous inspection</b>	11 September 2008
<b>Telephone number</b>	0116 2675690

Birstall Methodist Pre-School registered in 1970. It is run by a committee and it is situated in the Methodist Church Hall in the centre of Birstall in Leicestershire. There is an enclosed area available for outdoor play. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. Sessions are, from 9am until 12 noon on Tuesday, Wednesday and Thursday and, from 12:15pm until 3.15pm on Monday and Friday during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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