

Inspection of Huncote Community Pre-school

Community Centre, Denman Lane, Huncote, Leicester LE9 3BS

Inspection date: 12 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy to come into the pre-school. The caring staff welcome them with smiles and cuddles. They know the children and their interests well. They are quick to reassure children who become upset or hurt. As a result, children quickly return to their play and learning, demonstrating that they feel safe and secure.

Staff have high expectations for children. They listen to them and empower them with many choices. For example, when children arrive, they place a bear in a dish to indicate their vote for the story they would like to hear at group time. Staff remind children of their listening rules as they sit to listen to the chosen story. They support younger children, who cannot yet concentrate for so long, to engage in other purposeful play. As a result, all children learn to behave well.

Staff plan a varied curriculum, both inside and out. Children are curious to explore the many activities, and make good progress in their learning. Staff support children to learn about the world around them. They help children to dig for worms and to use magnifying glasses to look for spiders. Staff remind children to be kind to the creatures, as they are living things. Staff provide a rich vocabulary throughout the day, so that children are consistently learning new words and are supported with their speech.

What does the early years setting do well and what does it need to do better?

- Staff support children to enjoy and respond to familiar stories. They help children develop their confidence and communication skills as they ask them to recall missing words in the story and to talk about hermit crabs, tentacles and the coral reef. Staff recognise children who need extra help with their speaking. They listen and allow children time to practise saying their first words. Staff seek advice from outside professionals to help them support children with speech and language delays.
- Staff encourage children to develop their hand-eye coordination and muscle skills. They encourage children to squeeze pipettes to collect coloured water to make 'potions'. Children practise using scissors to cut daisies and fresh mint for their concoctions. Staff support children to strengthen their small muscles in preparation for holding pencils and for beginning to write once they start school.
- Staff plan activities to help children to think about positional language. For example, they ask children to put bears 'on', 'under', 'in front' of and 'behind' a rainbow. Children smile as they enjoy the challenging games. However, during spontaneous play, staff do not consistently encourage children with their thinking. Planks become wobbly as children climb on an obstacle course. Staff swiftly rearrange the planks to ensure the children are safe. They do not use this opportunity to encourage children to explore ideas and problem-solve.

- Children listen well to staff and know their behaviour expectations. Staff teach children the 'Golden Rules' as they share photographs of children modelling the correct behaviour. They use these pictures to discuss and help children reflect if they behave in an unwanted way.
- Staff focus on the skills children need to prepare them for their eventual move to school, such as to become independent. They help children to change into indoor shoes when they arrive. Staff provide school uniforms so children can practise getting changed. They encourage children to serve their fruit, pour their drinks at snack time and put their dirty dishes into the washing-up bowl.
- Staff support children to learn about the local community. They plan trips to the library and petting zoo, and walks to the brook. They invite the Reception teachers from the on-site school to visit the children.
- Staff speak of teamwork and state that they feel well supported by the approachable manager. The enthusiastic leaders reflect on staff's practice and plan targets to help them improve even further. For example, they plan training to increase the already strong support for children with special educational needs and/or disabilities.
- Parents speak of the kind staff and state that they are happy with the progress their children make. They feel the staff treat their children as individuals. Staff discuss with parents how to best use extra funding to help children with their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in recognising the signs and symptoms of abuse. They are aware of safeguarding concerns in the local area, such as county lines, and understand the signs to look for. They understand the procedures to follow if they have a concern about a child or an adult working with children. Managers and staff regularly update their knowledge of safeguarding through training courses and support from the local authority. Managers implement effective recruitment and induction procedures. They ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to make the most of spontaneous opportunities to extend children's deeper thinking and problem-solving skills.

Setting details

Unique reference number	2630422
Local authority	Leicestershire
Inspection number	10281151
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	33
Name of registered person	Huncote Community Pre-school CIO
Registered person unique reference number	2630421
Telephone number	01162862200
Date of previous inspection	Not applicable

Information about this early years setting

Huncote Community Pre-school is located in Huncote, Leicester and registered in 2021. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 5 and one holds qualified teacher status. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Winterton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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