

# Bright Bees Netherhall Preschool



Netherhall Neighbourhood Centre, Armadale Drive, LEICESTER, LE5 1HH

<b>Inspection date</b>	27 September 2017
Previous inspection date	3 February 2014

<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
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 management team is dedicated and committed to providing a high-quality pre-school experience. Parents comment that they are happy with the care staff provide and the good progress their children are making.
- Teaching is good. Staff work hard each day to set up a stimulating environment. Children choose from a good range of resources and activities that meets their interests. They are keen to join activities that are planned by the staff to support the next stage in their learning.
- Staff develop strong partnerships with other providers and professionals who support children who have special educational needs and/or disabilities. This results in a consistent approach to children's learning and care.
- Children's social and emotional needs are well met by staff. Relationships with staff and children are very good. Children make confident decisions about their play.
- Self-evaluation is used consistently to improve the quality of the provision. Staff work very well as a team and are highly committed to provide the best experiences they can for children in their care.

### It is not yet outstanding because:

- Even though children make good progress in their literacy skills overall, staff do not provide enough opportunities for children to recognise that print carries meaning.
- Staff do not consistently give children enough time to put their thoughts into words while talking with them and asking questions.

## What the setting needs to do to improve further

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

- create further opportunities to help children realise that print carries meaning, in order to accelerate their early reading skills
- support children consistently in conversations in putting their own thoughts into words when questions are asked of them.

### 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 the pre-school manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a very clear understanding of the signs of possible child abuse. They know what action they must take to keep children safe. Managers effectively monitor and track the progress of all children. Any gaps in learning are quickly identified and appropriate action is taken. Staff have regular supervision sessions, which the manager uses effectively to identify training and development needs. The training they undertake has a positive impact on the quality of their teaching. Work with parents and other agencies involved in children's lives is very effective. Managers have a very good understanding of their responsibility to support children who may be disadvantaged. They attend meetings and provide information to parents and partners to support children's next steps in learning.

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

Staff keep clear and precise records of children's observations and assessments. They identify starting points through their own observations and the contributions of parents. These help plan for children's next steps in learning. Pre-school staff are good at preparing children for school and the future. Group activities are planned that help children listen to each other. Staff extend children's understanding of mathematics, using rhymes and creative activities to support counting. Story time and singing are used well to foster children's good progress in their language and communication development. As an example, staff plan focused activities to introduce new vocabulary to toddlers. Children explore items immersed in water and talk about what they have found. They pick out objects using tweezers and scoops to develop their coordination and small-muscle skills.

### Personal development, behaviour and welfare are good

Settling-in sessions are actively encouraged and information is gathered from parents about children's individual needs. Staff use this information well to complement and build on children's skills and next steps in learning. This helps children feel secure and to settle quickly into their environment. Behaviour is good. Children learn to share, take turns and be thoughtful towards their friends. They show a keen interest in learning and enjoy exploring good-quality resources and activities. Children listen attentively to instructions. They confidently carry out simple jobs around the pre-school, such as helping tidy away toys and clearing the snack table. Children eat healthy snacks and lunches. They are physically active each day indoors and outdoors. Children enjoy trips to the local park and ball court, where they access equipment and practise their physical skills.

### Outcomes for children are good

Children of all abilities are developing the key skills needed for school and future life. This includes children who have special educational needs and/or disabilities and those who speak English as an additional language. Additional funding is well used to give children the extra support they need. Children show a keen interest in learning. They independently select toys and concentrate well on their chosen activities. They enjoy books and stories and develop early mathematical and writing skills.

## Setting details

<b>Unique reference number</b>	EY464993
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1102552
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Bright Bees Nursery Ltd
<b>Registered person unique reference number</b>	RP907222
<b>Date of previous inspection</b>	3 February 2014
<b>Telephone number</b>	01162767492

Bright Bees Netherhall Pre-school registered in 2013. The pre-school employs nine members of childcare staff. Of these, five hold suitable qualifications at level 3, two at level 2 and two hold early years teacher status. The pre-school opens Monday to Friday term time only. Sessions are from 8.15am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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