

Inspection of The Sleaford Methodist Pre-school CIO

The Sleaford Methodist Pre School CIO, Church Lane, Sleaford, Lincolnshire NG34
7DF

Inspection date: 25 June 2024

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 and settled in this friendly pre-school. They are familiar with routines, what is expected of them and behave well. Staff provide a welcoming and stimulating learning environment for children, both inside and outside. They implement a broad curriculum that meets children's needs. Children of all ages and abilities enjoy the learning experiences on offer and make good progress from their starting points. Overall, children focus well during their chosen activities and planned group time sessions, in particular registration time. Children sit patiently and then excitedly join in with naming the days of the week and month, and what is the current season. During the afternoon re-registration activity, staff encourage children to recall the days, months and seasons. Children work out and enthusiastically tell staff that today is Tuesday, and that yesterday was Monday and tomorrow is Wednesday.

Children develop their communication and language skills and range of vocabulary during various activities and experiences. For example, during a planned mathematical activity children say words, such as tallest and smallest as they work out with support from staff, how to put themselves in sequential order of height. Children also enjoy stories about visiting a doctor read enthusiastically by staff. They talk about their own experiences when they have visited the doctor and use words, such as stethoscope.

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

- Children with special educational needs and/or disabilities are supported well by staff. Staff work sensitively with children to help them settle and be part of the pre-school. For example, during registration time children are provided with sensory resources to help them to sit with their friends and self-soothe and regulate their emotions safely. Staff work closely with parents and other professionals to make sure all children are supported effectively.
- In the main, staff know the children well and understand what they want them to learn next. However, as there have been recent staff changes, some staff do not know their key children as well as they could do. Consequently, when staff plan activities, these are not always precise enough to build on what children already know and can do.
- Staff provide experiences for children to develop their muscle skills. Children practise these skills as they build with construction bricks, use their hands and tools to manipulate dough, and make marks using paint with small-handled paint brushes.
- Partnership with parents is effective. Staff regularly keep parents updated about their child's progress through verbal discussions, parent consultations and written daily diaries. Parents comment that staff have helped to develop their

children's personal, social and emotional development. Children now understand how to share toys and take turns during their play.

- Staff help children learn about the benefits of keeping safe and healthy. Mealtimes are a social occasion where the food is a prominent topic for discussion between staff and children. Children tell visitors what food is healthy to eat and what is not. Children understand the importance of how to keep safe in the sun when playing outside. They tell visitors that the sun will burn them if they do not wear sun cream and sun hats.
- The manager undertakes regular supervision sessions with staff as one way to monitor their performance and overall practice. However, the coaching and support provided does not focus enough on improving some inconsistencies in staff practice. For example, to continue to build on staff skills and the quality of their interaction and engagement with children.
- Staff place a strong emphasis on supporting children's independence skills. They provide plenty of experiences for children to do things for themselves. For example, during snack time staff encourage children to use knives safely to cut up cucumber. Children demonstrate good perseverance as they try to cut the cucumber by themselves. They beam with delight once they have achieved this.
- Staff make sure children understand how to manage their feelings safely and support their personal, social, emotional development well. They help children learn to be kind to one another and listen to and respect their friends. Staff offer praise and encouragement which builds on children's confidence and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve the ongoing coaching and support for staff to further develop their overall teaching skills to help children build on their knowledge and skills
- help staff to tailor and plan more precise activities and experiences to support children's individual learning.

Setting details

Unique reference number	2690354
Local authority	Lincolnshire
Inspection number	10354450
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	52
Number of children on roll	30
Name of registered person	The Sleaford Methodist Pre-School CIO
Registered person unique reference number	2690350
Telephone number	01529 306977
Date of previous inspection	Not applicable

Information about this early years setting

Sleaford Methodist Preschool, Sleaford, Lincolnshire registered in 2022. The setting operates during term time only, Monday to Thursday 9am until 3.45pm and Friday 9am until 12pm. The setting employs six members of childcare staff. Of these, four hold an early years qualification at level 3 and above. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

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 their curriculum and what they want their children to learn.
- The manager and inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with the manager, staff, a committee member and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of the qualifications and suitability records of staff.

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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