

# Locking Stumps Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	315212
<b>Inspection date</b>	28/09/2009
<b>Inspector</b>	Doreen Davenport
<b>Setting address</b>	Village Room, Locking Stumps CP School, Glover Road, Warrington, Cheshire, WA3 7PH
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Locking Stumps Pre-School opened prior to 1982 and is run by a management committee. It operates from the Village Room at Locking Stumps County Primary School in the Birchwood area of Warrington. It has a secure outdoor play area and additional access to the school hall, the reception playground and parts of the school playing fields. The pre-school serves the local area and a maximum of 16 children aged under eight years may attend the setting at any one time. The pre-school currently only takes children from two years of age to five years. There are currently 27 children on roll, of these 19 receive funding for nursery education. They are all within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The sessions run from 9.00am until 11.30am and from 12.40pm until 3.10pm each weekday during term time only. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff. Of these, four are qualified to level 3 and one to level 2 in early years childcare and one is a qualified nursery nurse. The pre-school receives support from the local authority and the Pre-School Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall, the provision is good. Although very early in the term, children are comfortable, happy and secure in this inclusive and welcoming environment. There is a varied range of activities and resources that promote children's learning and development well. However, some resources in the quiet area need replacing and the outdoor area is not utilised effectively throughout the sessions. Staff provide well for children's individual needs, but there are missed opportunities to develop their imaginative language and reasoning skills. There are good systems in place to evaluate what the setting offers and future development plans are well targeted to further improve outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further staffs use of questioning and discussion techniques, particularly during role play activities, in order to extend children's imaginative language and develop their reasoning skills
- improve resources in the quiet area to ensure it is attractive and stimulating to the children.
- review the use of the outdoor area to ensure it is utilised effectively throughout the sessions to extend children's learning experiences.

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

Management and staff work well as a team. They have created a bright, well organised setting that is maintained to a good standard and runs smoothly on a day-to-day basis. Comprehensive safeguarding policies ensure that children are well protected and staff demonstrate that they have a secure knowledge of the procedures to follow. Children are further safeguarded, through rigorous recruitment and vetting procedures, which ensure that staff are suitable to work with children. Effective risk assessments are completed for the premises and any outings undertaken and daily checks of the areas used ensures that children can play safely. Security is good and staff monitor access to the premises at all times. All documentation is detailed and well organised, with effective recording of accidents, medication and attendance to ensure each child's health, safety and well-being.

Self-evaluation is well developed, appraisal systems are in place and there are clear targets for improvement. Positive commitment is shown by all staff to further develop their qualifications, knowledge and practice through attending various training courses, which supports the care and learning of all children. Resources generally support children's learning well, but those in the quiet area have not been reviewed to ensure it is an attractive and stimulating environment for the children. Close relationships are developed with the children and their families through the key worker system. This ensures the children's individual, personal and learning needs are met well. Parents speak positively about this brilliant setting, where staff are very approachable and children are well cared for. They are particularly pleased with how quickly the children have settled in, several saying 'my child wants to come at weekends'. They also welcome the opportunity to talk to staff on a daily basis and say they receive good information in the form of newsletters, displays and information packs. Parents receive regular feedback about their child's progress and can access their records at any time. The shared activities with the nursery and reception class contribute effectively to a smooth transition when the time comes for children to attend school. The setting has also developed good links with other agencies, as necessary, to support children with additional needs.

## **The quality and standards of the early years provision and outcomes for children**

Children are warmly welcomed into this friendly learning environment and most settle quickly and happily into the new routines. They soon become absorbed in the wide range of purposeful activities provided, which clearly engage their interest and stimulate their curiosity. Planning is thorough; activities cover all areas of learning and are closely linked to the early learning goals. Detailed and accurate observations by staff carefully track children's progress and enable them to plan activities that are well matched to the children's individual interests and needs. Children receive good levels of support and personal attention as they work individually or in small groups with the staff and this enables them to make good

progress in their learning and development.

Children enjoy singing games, using the computer and shopping and manning the till in the role play supermarket. Children eagerly explore resources and are fascinated when using the play microwave to make birthday cakes for their friends. Children willingly share their news and listen carefully to stories. However, adult questioning is not always used effectively to help children express their own thoughts and ideas or to develop children's imaginative language during dressing-up and role play activities. The attractive outdoor area provides good opportunities for children to use large equipment and wheeled toys and they enjoy digging in the garden. However, it is not utilised effectively throughout the session to extend children's learning experiences.

Relationships are good and children play happily together. They share resources, take turns and behave well at all times. They grow in confidence and independence as they explore their new surroundings, choose their own activities and spread their toast at snack time. Children learn the importance of a healthy lifestyle as they enjoy a varied range of healthy snacks and have daily access to physical activities. Personal hygiene is promoted well as they wash their hands before snack time and after using the toilet. They are taught to use equipment safely, follow fire drill procedures and learn about road safety from the 'lollipop' person. Joint activities with the school and the nursery, for example, taking part in assemblies and sports days promote community links well and help develop a sense of belonging. Resources, celebrations, such as Diwali, links with local families and visits to Warrington Museum are used well to extend children's understanding of different cultures in the wider world. Children develop good skills for the future as they bake and sell cakes to raise funds, learn to cooperate and play harmoniously together.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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