

The Lantern Preschool

Canford Magna, Wimborne, Dorset, BH21 3AE

Inspection date

Previous inspection date

16/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children settle well and develop strong bonds with staff and other children at the setting.
- Staff have a secure knowledge of safeguarding procedures. Good procedures are followed with regards to staff recruitment and vetting to help keep children safe.
- Children benefit from healthy snacks during the session and opportunities to play outside in the fresh air on most days.

It is not yet good because

- Activities do not consistently focus on children's individual learning needs to ensure children are appropriately supported and challenged in taking the next step in their learning.
- Some aspects of children's learning are not consistently well monitored by staff to enable them to be fully aware of children's stage of development and identify any gaps in their learning.
- The pre-school do not effectively reflect on all areas of their own practice to help identify where improvements are needed to improve the outcomes for children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the two playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings with the manager of the provision.
- The inspector looked at a sample of children's assessment records and planning documents.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children and the provider's action plan.
- The inspector took account of the views of parents, carers and staff spoken to on the day of the inspection.

Inspector

Samantha Powis

Full Report

Information about the setting

The Lantern Pre-School re-registered in 2012 due to a move of premises. It is a committee run provision which operates from the village hall in Canford Magna, near Wimborne in Dorset. Children have use of the main hall, small hall and lobby area with facilities including toilets and kitchen available. All children have access to an enclosed outdoor play

area. Children attend from the local areas.

The pre-school is open during term time on Tuesdays, Wednesdays and Fridays from 9am to 12pm and on Thursdays from 9am to 3.30pm. Children may attend any combination of the sessions. The pre-school is registered on the Early Years Register. There are currently 14 children on roll. The pre-school is funded for the provision of free early education for children aged two, three and four years. The pre-school supports children with learning difficulties and/or disabilities.

The manager of the pre-school has qualified teacher status and has recently gained Early Years Professional status (EYPS). There are four other paid members of staff who work at the pre-school. Three hold qualifications at level 3. Two members of staff are currently working towards EYPS. In addition, four volunteers regularly work alongside staff to support the children, of which most are qualified and experienced.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement effective and ongoing assessments to help staff to monitor children's progress in all areas of learning and identify any gaps.
- make consistent use of information gathered from observations to plan a challenging and enjoyable experience for each child in all of the areas of learning

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

- develop reflective practice and self-evaluation to identify the setting's strengths and priorities for development, in partnership with parents/staff, that will improve the quality of provision for all children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have an adequate understanding of the Early Years Foundation Stage Framework learning and development requirements. Children are happy at the pre-school and enjoy the range of activities on offer. They make satisfactory progress in their learning and development and are appropriately prepared for the next stage in their learning. Children move around the pre-school freely, exploring the range of resources available and making choices in what they do and how they play. However, insufficient consideration to the

planning of activities means that children are not always challenged and supported well during all aspects of their play. Staff make observations as the children play, and record these alongside photographs in each child's development book. However, they only use this information to track children's progress in some of the areas of learning. This makes it difficult for staff to plan suitable activities and identify gaps in all areas of children's learning. Staff have started to complete the required progress checks for two-year-olds.

Educational programmes cover all areas of children's learning. Staff are appropriately involved in children's play to promote conversation and encourage learning. However, due to weaknesses in planning, staff sometimes miss opportunities to extend children's learning further. For example, children are encouraged to notice the ice in the bird bath when they go outside to play. However, staff do not then provide children with opportunities to explore and investigate the ice to extend their understanding. Children show an interest in books and generally listen well to a story told by a member of staff. Children join in enthusiastically with a number rhyme about a flying saucer, using their fingers to help them start to engage in simple counting and calculation. Children are interested in the world around them and frequently go on walks in the local community. Children enjoy making shapes with the play dough, moulding it and using the cutters to make specific shapes. Children engage in role play, using the large cardboard space rocket that they have helped to make. They climb inside, and talk to their friends about where they are going. Children enjoy using the small world toys such as the dolls house, sometimes on their own and sometimes with a friend. They act out experiences from their own lives, using appropriate language and actions. They start to develop an understanding and awareness of the wider world through books and equipment. They have linked with a pre-school in Africa, often engaging in fund-raising events to support the pre-school. This helps children to consider the needs of others. One child looks through a book about the pre-school, discussing the photographs with a member of staff. They notice differences and similarities in the pictures, helping them to value and respect diversity.

Parents receive a summary of children's progress twice a year, helping to keep them informed of how their children are getting on and what their next steps are in most areas of learning. Parents are able to take home observation books which include photographs of the children playing. This gives them an insight into the types of activities children engage in. Staff welcome parents' comments to help them consider children's all round needs within the pre-school. Parents are provided with some information about the Early years Foundation Stage framework and also about particular learning programmes such as the 'Every Child a Talker' (ECAT) programme. Parents are encouraged to take home and share activity sacks in relation to the programme, to support their children's learning at home.

The contribution of the early years provision to the well-being of children

Children develop strong relationships with staff. This means that children feel safe and secure and settle well at the pre-school. Key persons form links with parents right from the start, enabling them to build up trusting relationships. This helps to ensure that children's care needs are supported well. Children are learning about appropriate

boundaries and expectations with regards to behaviour. They enjoy the regular praise they receive from staff as they help to tidy-up and prepare for a change in routine. Children develop friendships with others in the group. They ask for other children by name on arrival, showing the affection they have developed for each other. Children are encouraged to be independent. They make choices about how and where they want to play. They help themselves to a snack of their choice from the tray and are learning to manage their own personal care needs well.

Good procedures help to ensure the environment and any outings the children take part in are as safe as possible. Staff complete daily checks throughout the building and outside areas. Staff follow stringent procedures to make sure any other users of the building do not pose a risk to children's safety. Children are starting to learn about safety. They talk about safety as they use the climbing apparatus and learn about how to cross the road safely when they are on outings. Children take part in practising the emergency evacuation procedures on a regular basis, which means they know how to react should an incident occur. Staff follow positive practices and procedures to support children's health. Children enjoy healthy snacks and have access to drinking water throughout the day. Hand washing arrangements prevent the spread of infection and teach children positive practices to support their own health. Staff understand and respect children's individual medical or dietary needs to help maintain their health. Children enjoy frequent opportunities to play out of doors in the fresh air. Staff encourage children to notice changes in their bodies as they engage in vigorous activity, learning about the positive effect that exercise has on their bodies.

Children enjoy access to a suitable range of age appropriate toys and equipment. All resources are well-maintained and consideration is given to children's safety when using them. For example, soft mats under the climbing frame help to protect children if they have a fall.

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

The staff team are well qualified and meet regularly to share their ideas to promote consistency for the children. Staff receive an induction when starting at the pre-school, helping them to gain an understanding of their individual roles. They have an adequate understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage.

Staff are keen to improve their own skills by attending training and workshops. The setting seeks the advice of other early years professionals and has started to address some of the issues highlighted following their review. Self-evaluation systems are not used well to monitor the effectiveness of the all aspects of the provision, particularly in relation to educational programmes.

Staff have a secure awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a detailed understanding of the pre-school's

safeguarding procedures to help promote children's ongoing welfare. Staff are clear about their roles and responsibilities and are confident in the steps they must follow if they have a child protection concern. Good procedures are followed when recruiting and vetting staff. Thorough checks support the management of the pre-school well in ascertaining staff suitability to work with children.

Parents state that they feel well informed. They enjoy many discussions with staff and their child's key person, which helps them to feel reassured that their children are settled and happy. Parents receive information about the setting, including written policies and procedures. This helps them to understand the aims and responsibilities of the pre-school. Staff work in partnership with other settings and external agencies to support the needs of individual children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY451162
Local authority	Poole
Inspection number	811810
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	14
Name of provider	Lantern Playgroup
Date of previous inspection	Not applicable
Telephone number	01202842348

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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