

Locking Stumps Pre-School

Village Room, Locking Stumps CP School, Glover Road, WARRINGTON, Cheshire, WA3 7PH

Inspection date

09/10/2013

Previous inspection date

28/09/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 3

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 have the opportunity to experience a wide range of activities both indoors and outdoors, enabling them to move freely and explore new ideas.
- Staff enable children to develop an understanding of what is acceptable behaviour and they consistently listen and follow instructions.
- Staff have an awareness the requirements of the Statutory framework for the Early Years Foundation Stage, which results in a satisfactory quality of teaching in a safe environment.

It is not yet good because

- There is no opportunity for supervision of staff, therefore, staff are not supported to develop and improve performance or practice, to consistently improve children's progress.
- Next steps for learning are not consistently followed through into the planning, therefore, observations are not always used effectively to plan purposeful play that challenge children, whilst considering their individual needs and interests.
- Self-evaluation is not implemented effectively, taking into account the views of staff children and their parents to identify and prioritise areas for development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main room and in the outdoor area.
- The inspector held meetings with the pre-school manager and the staff working within the pre-school, and conducted a joint inspection with the manager.
- The inspector talked with children present.
- The inspector looked at assessment information, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Michala Balsham

Full Report

Information about the setting

Locking Stumps Pre-School is run from the village room, which is situated on the grounds of the Locking Stumps Community Primary School, in the Birchwood area of Warrington. The pre-school opened prior to 1982 and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is run by a management committee.

The pre-school currently takes children from two years of age to five years. There are 29 children on roll, and funding for early years education is in place for two-, three- and four-year-olds. The sessions run from 8.45am until 12.30pm and from 12.30pm until 3.30pm each weekday during term time only.

There are five members of staff, of these four are qualified at level 3 and one at level 2 in Early Years and Childcare. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure that appropriate arrangements are in place for the supervision of staff to ensure they are continuously improving practice, the quality of teaching and have opportunities to discuss concerns.

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

- develop consistent ways to monitor how the assessments of children and next steps for learning are used effectively to plan suitably challenging activities that cater for children's individual needs and interests
- improve arrangements for self-evaluation to ensure that there is a clear improvement plan that takes into account the views of staff, children and parents.

Inspection judgements

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

Children are given the opportunity to experience a wide range of activities both indoors and outdoors. They can move freely and explore new ideas to challenge them in the prime and specific areas of development. Children enjoy activities, such as, pasta and play dough in which they use skills to mould and think critically. They can be creative through activities provided, such as, 'conker printing', rolling the conker in paint to make marks on paper. There is a well-resourced outdoor area in which children can be active playing in the natural den and climbing on the climbing frame. Children have recently had the opportunity to study butterflies closely, as the pre-school have provided a butterfly garden. Children observed the lifecycle of the caterpillar turning into the butterfly, giving children an understanding of how things grow and nature. The activities provided give children a sound preparation for future learning.

Staff gain some information from parents, to have a basic understanding of what children can do when they start in the pre-school. Staff observe and note what they see children are doing and these are sometimes linked to the areas of learning and development. Some next steps for learning are recorded, however, these are not consistently followed through into the planning. Therefore, observations are not always used effectively to plan purposeful play that challenges children, whilst considering their individual needs and interests. Children's progress is tracked and children have a progress check at age two, in which their key person have written a short summary of children's progress in the prime areas, which is shared with parents.

For children who speak English as an additional language, staff use some dual-language signs, such as name cards for the children. Staff work with parents to provide children with an environment in which children are supported to develop adequate communication and language skills as children are made to feel secure and have their needs met. Children with special educational needs and/or disabilities are effectively supported by the setting's special educational needs coordinator. She works closely with parents to ensure that care is tailored for individual children and enables them to be included in activities.

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

Children form bonds with the staff who care for them and are well settled, due to the caring and warm interactions staff have with them. Parents appreciate the relationships the staff have with their children and feel they are friendly and approachable, which enables parents to feel confident to discuss their children's needs. Parents report that they appreciate the staff and will approach them to discuss matters concerning them about their child's development.

Children are familiar with routines and help to tidy away the sessions activities and equipment. Children positively respond when the 'tidy away' song is played and staff are good role models for children, as they all work together to effectively tidy up. Staff give children clear instructions and of what is acceptable behaviour and they consistently listen and follow the instructions well. For example, when staff remind children that they do not run inside. Staff praise children when they display positive behaviour and give children opportunities to earn stickers and certificates for being 'star of the week', which creates an environment in which children have a sense of achievement for positive behaviour.

There are satisfactory arrangements to support children's health and hygiene in which children are encouraged to wash hands before accessing snacks. Snack time is a relaxed, social occasion in which children discuss the morning activities. Children enjoy a menu of fruit or toast. They are encouraged to pour their own drinks and are given the opportunity to develop some independence skills by spreading their toast. Children who have allergies and food intolerances are catered by the staff to ensure that their individual needs are met.

Children are supported into the setting by the caring relationships the staff establish with the children, which ensures they are happy and settled. Children are prepared for transitions between the pre-school and the school as they are offered visits into school and can attend school assembly.

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

The staff team have an understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and they display a sufficient understanding of children's skills and children are making satisfactory progress. However, there is inconsistent monitoring of planning to ensure that assessments and next steps for learning are used effectively to plan suitably challenging activities for all children. The safeguarding and welfare requirements are adequately met. Children are kept safe through satisfactory recruitment procedures, all staff are interviewed and undergo the necessary checks. New staff are made aware of policies and procedures and how to apply these in practice. There are relevant up-to-date policies and procedures in the setting, which are shared with the staff team. Staff verify visitors' identification and record their attendance at the setting. Staff deploy themselves appropriately to supervise children, for example when children play outdoors climbing on the climbing frame staff supervise appropriately to ensure they are safe.

There are some arrangements in place to contribute to improving the provision for children, however, self-evaluation is not implemented effectively. Self-evaluation does not take into account the views of staff, children and their parents who access the pre-school, to identify and prioritise areas for development. Therefore, they are not setting clear action plans to ensure improvements are made to promote good practice and support children's progress and achievements.

Appraisals do take place in the pre-school and there is some evaluation of staff personal effectiveness. However, there are no ongoing arrangements to offer support and supervision to staff in their role. Nor to look at ways to monitor the quality of teaching, to develop staffs practice and give opportunity to discuss and plan for children's individual needs.

Staff have sound relationships with parents and they provide opportunities to discuss and share information about children's progress through offering parents evenings for those

that wish to attend. Parents are supportive of the pre-school, which results in it being busy with waiting lists of families who wish to attend. Staff understand the importance of working with any other professionals and external agencies involved in children's care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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 action. 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	315212
Local authority	Warrington
Inspection number	865071
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	29
Name of provider	Locking Stumps Pre-School Committee
Date of previous inspection	28/09/2009
Telephone number	07729591399

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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, which are usually the childminder's 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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