

Longthwaite Road Pre-School

Wigton Infant School, Longthwaite Road, WIGTON, Cumbria, CA7 9JR

Inspection date

30/04/2014

Previous inspection date

07/10/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

2

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

2

The quality and standards of the early years provision

This provision is good

- The quality of staffs teaching is good. They have a good understanding of how children learn and demonstrate good teaching methods. Staff listen to children, and know them well. They respond to children's interests to provide interesting and stimulating learning experiences and as a result, children make good progress in relation to their starting points.
- Children are well cared for and thrive because of the kind and caring nature shown by their key persons. As a result, children feel emotionally safe and secure through the close bonds and secure attachments formed between them and their highly experienced and professional carers.
- Children thrive in this welcoming and inclusive pre-school setting. They show high levels of confidence and they are motivated to learn because staff make good use of time and space so that children benefit from a broad range of interesting and imaginative activities that reflect all areas of their learning.

It is not yet outstanding because

- There is scope to further strengthen the already good partnerships with parents and carers and to involve them more in their children's learning, both in the setting and at home.
- There is scope to enhance further the managements' monitoring systems already in place to more formally assess staffs knowledge and understanding of safeguarding and first aid protocols, over time.

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.

Inspection activities

- The inspector observed children playing in the pre-school rooms and outside.
- The inspector held discussions with the manager, the staff and the children throughout the inspection.
- The inspector held a meeting with the nominated person.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents of the early years children attending the setting who were spoken to on the day of the inspection and from information included in the setting's own parent survey.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full report

Information about the setting

Longthwaite Road Pre-School was re-registered as a limited company in 2011. It operates from a designated classroom unit in the grounds of Wigton Infant School, in Wigton, Cumbria. The pre-school serves the immediate locality and also the surrounding areas. They are open five days a week from 8.45am until 3pm, term time only. Children attend for a variety of sessions and are cared for in two rooms and associated facilities. All children have access to an enclosed outdoor play area. There are currently 41 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for three- and four-year-old children. They support children with special educational needs and/or disabilities. There are currently seven staff employed at the nursery, who all hold an appropriate early years qualification. The manager and one staff member hold an NVQ Level 4 in Children's Care, Learning and Development. Three of the staff have qualifications at level 3 and two at level 2. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local authority. The pre-school is registered on the Early Years Register.

What the setting needs to do to improve further

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

- strengthen the partnerships with parents and carers' so that information about children's development observed at home is shared with staff, to enable parents to contribute more ideas about how to move children forward in their learning
- develop further the assessment of staff's continuous professional development, to include a more formal approach to monitoring and evaluating staff's knowledge of the safeguarding procedures and first aid protocols and to ensure their continued understanding over time.

Inspection judgements

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

The quality of teaching is good. All staff are qualified and experienced practitioners who have a good understanding of how children learn and develop. Staff fully demonstrate good teaching methods. They are actively involved in children's play and they skilfully ask open-ended questions to encourage children to problem solve by thinking for themselves. For example, when children decide to create a 'make believe' river scene outside, the staff encourage the children to; work together to decide what they will use, plan it out for themselves using the resources around them and then decide how they will make it. As a result, these effective teaching methods encourage children to become critical thinkers and active learners developing their own play following their own ideas and interests.

Observation, planning and assessment arrangements fully contribute to supporting children in making good progress in relation to their individual starting points. Staff use observations to find out what interests children and record their current achievements. Scrap books and records include photographs showing children engrossed in activities and staff record the learning taking place. Staff effectively incorporate this information into the planning of activities to support children's next steps in their learning. In addition, staff regularly complete progress sheets which effectively track children's progress over time. These provide a good overview of children's learning. As a result, staff have a good understanding of each child's individual stage of development and learning. Staff sit down with the children to discuss their achievements and look through the photographs to find out what they have enjoyed and would like to do next. Staff make sure that all children are involved and supported in reviewing their own learning. As a result, children's voices are listened to and used by staff in their monitoring and review process.

The whole environment is very relaxed, welcoming, inclusive and stimulating. Through the staffs good planning and the continuous enhanced provision of resources, they ensure children experience numerous indoor and outdoor play opportunities and interesting activities. These cover all areas of learning well. This approach clearly contributes to supporting children's learning and their continued good progress in their development. Children have free and independent access to a wide selection of open-ended play materials both indoors and outside. As a result, children are highly motivated and engaged in their play. They make their own choices about what they do, and the activities reflect their emerging interests. Staff provide a continuous narrative for children, and this effectively supports children's communication and language development. Children are confident talkers and introduce their own ideas and thoughts into activities. For example, when finding some silver foil on the floor the children decide it looks like a flowing river. The staff member asks the children how they will cross the river without getting wet. She gives the children sufficient time to think and respond to her question. Then they transport some logs over to the silver paper and place them on top. 'Now we can cross the river', they shout! Other children add upturned crates which become hills and they build tall towers using large bricks. Staff repeat and reinforce children's language. As a result of this children are confident speakers and they continuously engage in conversations with their peers, staff members and visitors new to the setting. Children's personal, social and emotional development is fostered well. Staff take the time to listen to the children and provide them with opportunities to talk about their own experiences. They encourage children to explain what they are doing and to reflect on recent events. Children enjoy looking at different reading materials, such as, books, comics, brochures and magazines. They participate in a range of activities that promote their early writing skills and literacy development. For example, children use chalk on the chalk boards and use them to make marks on the safety surface. Paper, card, and different writing implements are placed in all areas used by children so this provides them with numerous opportunities to practice early letter formation and their drawing skills. Children explore and investigate number in everyday routines and activities. For example, at circle time they consider the weather, the date and the day of the week. The children count how many legs the insects have that they find outside. They discuss colour, shape and size as they look through magnifying glasses at them and in specimen jars. Children have good opportunities to use their imagination through role-play and engage in a wide range of art and craft activities. Children access computers and other technology equipment which enable them to learn

how things work. As a result, children's overall learning and development is fostered well by the staff, through activities and the resources available to them.

Staff fully understand the importance of working in partnership with parents. Since their last inspection the staff have introduced strategies to help parents become more involved in their children's learning. When parent's first register at the pre-school they are asked to complete registration forms and detailed 'All about me' booklets. These are updated throughout the year. Staff display a wealth of information about the Early Years Foundation Stage for parents with additional posters and leaflets placed in the reception area for parents to look at. Staff regularly discuss children's individual progress with parents. They have introduced parent's evenings, invite parents to Stay and Play sessions, and encourage parents to look at their child's progress records at any time. Staff meet and greet parents on arrival and ask how the children are, and what they have been doing since they last attended. However, there is still scope to further strengthen these partnerships in order to more formally share information about what children do at home so that staff can take this information into account when planning activities to fully extend children's learning. Although, staff talk with parents daily, this is more in relation to children's care needs and dispositions rather than their progress and achievements. Therefore, there is capacity to enhance these partnerships to further support children's ongoing learning and development. Staff work closely with parents when there are any emerging concerns about a child's progress or if children have an identified special educational need and/or a disability. This means they share information and work together to agree individual learning plans which ensure that all learning is targeted and tailored to meet each child's specific needs.

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

Children's emotional well-being is fostered well. They enthusiastically come into the pre-school, separate with ease from their parents and settle quickly into the daily routine. The children benefit from a well-embedded key person system which ensures that all children form secure emotional attachments and a strong bond with all the staff. This is because the staff skilfully support children's move from home to the pre-school. They plan tailored settling in visits that enable children to become familiar with their new environment and adult carers. The transition process on to school is also well managed and prepares children for the changes ahead of them. Parents are provided with information about the pre-school and guidance about the Early Years Foundation Stage. Therefore, they are aware of the education programme. Staff also gather personal information from parents which is used to help plan for children's individual care and learning needs. Staff have established a very close relationship with the host school. Children who stay for lunch have their meal in the school hall with the older children. Staff take time to talk to the teachers and before starting school staff prepare a 'summative report' which details how well the children are progressing. Towards the end of the summer term, children visit the school and spend time meeting their new teachers. As a result, children are supported well in readiness for their change in routines and environment. This further promotes their sense of safety and fosters their emotional well-being to enable them to cope with new situations. Children are very confident and self-assured. They approach visitors to ask what they are doing at their pre-school and delight in getting them to join in their play and

engage in informative conversations.

Staff have high expectations for all the children in their care. This means that children are well supported and encouraged to develop independence and self-help skills from a young age. Children learn the physical skills of dressing and undressing, hanging up their coats and taking off and putting on their shoes. Children understand that when they are hot they can remove their jumper and confidently ask staff to help them, if they find this difficult. Staff consult parents regarding supporting younger children with their toilet training. They encourage children to serve themselves at snack times. Staff also teach the children about the importance of having a healthy lifestyle. Lunches are cooked in the school kitchen and a rolling snack programme is promoted in the pre-school. Children are provided with a variety of fruit, vegetables, dairy products and cereals. They independently access drinks of water, juice and cartons of milk throughout the day from the snack bar. In addition, when children have a home packed lunch, staff encourage parents to provide healthy contents to continue to promote a healthy lifestyle. These packed meals are stored appropriately until they are required. Staff constantly talk to children about good hygiene practices. Children consistently follow the hand washing routines of the day. They know to wash their hands after playing outside and before eating. Posters in the bathrooms help to support children's understanding of hand washing and the prevention of germs. Staff check that children's hands are clean and dry before they eat their meals.

Children are physically active. They move freely from indoors to the enclosed outside play area. Here they access the static adventure play gym and growing area. If children get tired during the day staff comfort them and they prepare an area in the quiet room to rest on comfy cushions. Children have resources to build with, climb on, balance, push and peddle around while outdoors. They enjoy sensory play with sand and water both indoors and outside. They use funnels and spades to fill containers and sweep up the spilt sand off the floor. Staff teach children how to keep themselves safe and enable them to take risks in a safe and secure environment. They remind children to line-up before going outside so that the door is checked first. Staff supervise children's play reminding them not to run and bump into others because they will hurt themselves and their friends. Children take calculated risks on climbing equipment and sliding down the 'fire-fighters pole' attached to the static adventure play gym. Children's safety is further reinforced as they are taught about road and fire safety through the regular practising of fire drills. This ensures children are aware of the evacuation procedure and how to stay safe at the pre-school. Staff are good positive role models. They are very polite in their interactions between the children, parents and each other. Children learn social skills, of sharing and taking turns. They are very polite and courteous towards their friends, staff and visitors. Children are well behaved. Any challenging behaviour is managed in a positive manner by helping children to learn to manage their feelings and behaviour in the company of other children. Staff help children to learn about their own community and feel a sense of identity. They help children to understand about the difference and diversity of the world around them. For example, they celebrate cultural events and celebrations throughout the year, including, local community events. Children learn about the different festivals and complete associated craft activities. Resources and the use of additional visual images help children become even more aware of the diverse nature of the society in which they live.

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

The management and staff team have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. As a result, staff follow good safeguarding arrangements to safeguard and protect children from harm. All staff hold an early years qualification with some staff attaining higher level qualifications. This further supports their good understanding of how children learn and their overall practice. A good programme of professional development is established for all staff and for most training they cascade what they have learnt during staff meetings. Staff have recently completed either local authority or online safeguarding training and first aid training so this subject is fresh in their minds. However, management do not have any formal procedures for monitoring staff understanding of these subjects robustly enough to ensure that all staff continue to keep their understanding up-to-date in between the training they attend every three years. Staff are not given the opportunity to think through how they would deal with safeguarding and first aid issues using, for example, formal scenarios, to demonstrate the appropriate action to take to support children in any given situation. Early years subjects completed through staff training have a positive impact on children's well-being because staff implement what they learn with the children. For example, staff recently attended a course on consulting children in planning and now places children in the forefront of all their planning through an enquiry based approach to learning. Management actively monitors the implementation of the educational programme to ensure the learning and development requirements are well delivered. The success of this is demonstrated in the good progress children make.

Children's safety and welfare is fully maintained through the use of the required documentation. For example, staff keep accurate records of the attendance of children, staff and visitors, along with records of any accidents or medication administered. A detailed set of policies and procedures are implemented by staff and are regularly reviewed by the management to keep them up-to-date with any changes in legislation. The management follow robust recruitment, vetting and induction procedures for all staff, to check they are suitable and remain suitable to work with children. Regular staff appraisals are completed for all staff members and continuous professional development is promoted. Children are kept safe and secure in a clean, well-organised and well-maintained early years environment. Thorough risk assessments are completed for all areas children use and all activities held on and off the premises. Staff are vigilant about children's safety and therefore, closely supervise them at all times. The pre-school maintains high adult to child ratios to support the ongoing care and welfare of children. All the policies and procedures required for the continued smooth running of the pre-school are effectively implemented and the views of users are respected and valued. The staff team evaluate the strengths of the pre-school and they continue to identify where they can improve or enhance the provision. Parents and carers are involved in the self-evaluation process through the use of regular parental questionnaires. All previous recommendations have been addressed and staff work with the local authority development workers to develop focused improvement plans to continue to make further improvements in this already good setting. Overall the pre-school shows a continued strong capacity to improve the service they provide for the local and rural community.

Partnership with parents is good. Parents state how they are always made to feel welcome by approachable, friendly staff, who work closely with them and the other professionals supporting children's individual needs. For example, staff work closely with professionals supporting children with special educational needs and/or disabilities. Staff share information daily with parents about children's care, welfare and the activities they have participated in. Staff provide parents with a wealth of information on registering about the pre-school, which includes information about the areas of learning and the Early Years Foundation Stage. Parents spoken to during the inspection stated that they are very happy with the professionalism of the staff and the good quality service they provide. They feel that staff are supportive and always inform them about what their children have done during the day. Parents say that they feel involved in their children's learning and development and that they enjoy talking to the staff about their children's progress. The pre-school staff understand the importance of working closely with other professionals, multi-agency workers and the local authority advisors. The pre-school has close links with host school, which aides a smooth transition for children when leaving the pre-school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY424572
Local authority	Cumbria
Inspection number	852508
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	41
Name of provider	Longthwaite Road Pre-School Ltd
Date of previous inspection	07/10/2011
Telephone number	07801 153 992

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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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