

# Lymm Village Preschool

Village Hall, Pepper Street, Lymm, Cheshire, WA13 0JB

<b>Inspection date</b>	09/01/2015
Previous inspection date	12/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 requires improvement

- Managers and staff place an emphasis on working in partnership with parents and other professionals. Consequently, information is shared and this promotes continuity in children's care and learning.
- Staff provide children with a range of interesting experiences and activities across the seven areas of learning. As a result, children enjoy their time at the setting.
- Staff offer children a balanced approach to risk management and supervise them according to their age, need and ability. Consequently, children are kept safe in the setting.

### It is not yet good because

- The systems for induction are not yet robust. Therefore, not all staff are fully familiar with the procedures to follow should they have a concern about a child.
- Staff do not always make the best use of the literacy resources available during group story-time activities. Consequently, children do not always fully participate in group time activities.
- Staff do not always make the best use of the exploratory resources available, in order to provide good quality outdoor learning experiences for all 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
- 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 carried out a tour of the premises.
- The inspector observed activities in the main hall and outside. The inspector also observed the snack-time routine.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector sampled a range of documentation, including evidence of the suitability of staff and a selection of policies and procedures.

## Inspector

Rebecca Stead

## Full report

### Information about the setting

Lymm Village Preschool was registered in 1972 on the Early Years Register. It is managed by a voluntary parents' committee. It is based in two rooms in the village hall, which is a single-story, multi-use building in the centre of Lymm in South Warrington. The pre-school serves both the village and local areas. The pre-school opens five days a week during school term times from Monday to Wednesday, 9am until 3pm and Thursday and Friday, 9am until 12 noon. There are currently 37 children on roll, all of whom are in the early years age range and attend for a variety of sessions. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 10 staff employed, of whom seven hold appropriate early years qualifications at level 3. The pre-school is a member of the Pre-School Learning Alliance and receives support from a local authority early years teacher.

### What the setting needs to do to improve further

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

- improve the systems for induction training, to ensure that all newly appointed staff are fully familiar with the procedures to follow should they have a concern about a child.

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

- enhance the learning opportunities available, for example, by using larger books at group story-time activities, in order for all children to fully participate
- maximise the use of the resources available for the outdoor area, in order to further enhance children's learning experiences through exploratory play.

## Inspection judgements

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

The manager and all staff have a sound knowledge of the learning and development requirements of the Early Years Foundation Stage. Educational programmes are planned with children's interests in mind and activities cover the seven areas of learning. There is a balance of child-led and adult-initiated play. For example, staff engage children in an outdoor activity, which is in keeping with a theme about weather. Staff include children's

interests in the outdoor activity, for example, enabling them to play with scarves in the wind. Children pretend they are characters from a popular winter themed film and use large muscle movements to run and dance with their scarves. They watch their scarves as they make patterns in the wind, while staff teach them new vocabulary, such as 'winter' and 'blustery.' During the continuous outdoor provision of play, staff encourage children to use fine motor skills and count their toy cars as they enthusiastically slide them down a length of pipe in a race.

Staff support children to express themselves by creating their own artwork at an easel. Children use large brush strokes to create paintings, which they can take home or display. Staff provide children with cultural books and flags and offer discussions about the similarities and differences of other people and communities. During the morning routine, staff engage children in a group activity to promote literacy skills and language development. Children sit at the book area as they listen to staff read a popular story about a bear going on a journey. They imitate staff as they move around the area to pretend they are going over and under things. However, children are sometimes distracted as the book is too small for them to see. Consequently, children do not always fully participate in the group story-time activity. However, children enjoy their time at the setting and they are making steady progress towards the early learning goals.

Each child's progress is observed by their key person and assessed in each of the seven areas of learning. This enables staff to identify children's starting points and consider if there are any gaps or delays in their development, in a timely manner. Staff work together, with the support of the manager, to provide specific targeted care for specific groups of children who may need it. If a key person is not present on the day the child attends, there is a system in place to ensure a member of staff is available, who knows them well. As a result, children's progress is monitored effectively. Summaries of children's learning are completed, alongside the progress check carried out for those between the ages of two and three years. These summaries are shared with parents who are encouraged to make comments. The daily system for sharing information works well. For example, staff offer a messaging and email service for parents who cannot attend for various reasons and a daily diary system. Staff share children's progress with local schools and they have developed sound links with other professionals. Consequently, children have continuity of care and learning and they are ready for their move to school.

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

Staff and managers are suitably committed to ensuring children are emotionally prepared for their next stage of learning. This is because settling-in procedures are in place and staff offer children time to familiarise themselves with the surroundings and be introduced to their key person. Staff greet children as they arrive for the play session, with a warm and friendly manner. Additionally, the setting operates an open-door policy, so that parents can offer their assistance or drop in to share information with their child's key person. Consequently, parents feel valued and children feel safe and confident to begin their learning journey. Staff support children to make decisions about their own safety. For example, they teach children how to use scissors carefully and not to run with objects, which could cause harm if they fell. Staff include children in regular fire drills and

discussions about their own safety. Consequently, children are managing their own risks and learning how to be safe.

Staff include children in learning about good behaviour and table manners as they sit at the dining area ready for their snack. Children are encouraged to share and consider others as they choose from fruit and vegetables and fresh drinking water. Staff set boundaries, which are appropriate to the age, need and ability of children. They include children in tidying up after they have finished. For example, children are supported to collect the plates and cups and dispose of waste carefully in the food waste bins that are provided. Children are offered praise and rewards for helping and behaving well during mealtimes. As a result, children are learning about boundaries and suitable self-help skills in preparation for their move to school.

The resources available at the pre-school are adequate and planned by staff and managers to offer choice and accessibility to all children. Children freely access books and mark-making resources and benefit from access to a continuous outdoor provision of play. Staff take children on walks to the local village shops, elderly homes and to the local pond to feed the ducks. As a result, children benefit from daily fresh air and exercise. There are areas for children to explore with sand and water trays both indoors and outdoors. However, staff and managers do not always make the best use of the natural resources available, for children to explore in the outdoor area. Consequently, children do not always benefit from the best possible outdoor play experiences.

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

Managers and staff have a generally sound knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is because managers ensure staff attend regular training, to include safeguarding and first-aid. Consequently, all staff are appropriately trained to deal with any accidents and any concerns, which they may have about a child in the setting. Managers appoint staff who are suitably experienced and qualified, through the use of effective recruitment procedures. Staff and managers have a sound knowledge of their responsibilities surrounding the safeguarding of children. They can recognise the potential signs and symptoms of abuse and neglect and know how to respond to this. As a result, children are kept safe in the setting.

Reasonable arrangements are in place to provide newly appointed staff with induction training, in order for them to familiarise themselves with the setting's procedures and their roles and responsibilities. However, the systems for induction training are not yet robust as newly appointed staff are unclear about the procedures to follow should they have a concern about a child in the setting. This is a breach of the safeguarding and welfare requirements. However, the management demonstrate a positive approach to immediately acting upon improving induction procedures to ensure that all staff understand the setting's procedures. Therefore, the impact on children is not significant.

Most aspects of the managements' systems for monitoring children's progress and the delivery of educational programmes work well. This is because regular staff meetings and

training takes place. The manager seeks out guidance from the local authority and implements targeted action plans to focus on making improvements since the last inspection. For example, parents are clearly included in all aspects of their child's care and learning. They are encouraged to share their child's starting points and regularly contribute to their learning at home. Parents spoken to on the day of inspection, believe that this is where the setting's strengths lie. The manager is keen to express the lengths that the staff go to in providing individual care for children. As a result, children are making steady progress and gaps in learning are steadily closing.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	315226
<b>Local authority</b>	Warrington
<b>Inspection number</b>	871979
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Lymm Village Preschool
<b>Date of previous inspection</b>	12/11/2009
<b>Telephone number</b>	01925 752 562 or 07790 762 143

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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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Piccadilly Gate  
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