

Lindale Pre-School Nursery

School House, School Hill, Lindale, Grange-over-Sands, Cumbria, LA11 6LE

Inspection date	12/01/2015
Previous inspection date	28/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff have a good understanding of how children learn and therefore plan a wide range of exciting activities which meet their interests. As a result, children engage well and are highly motivated in their play.
- Children form positive bonds and close attachments to the staff because they are caring, friendly and approachable. As a result, children are well supported to settle into the pre-school environment and their emotional well-being is fostered.
- Comprehensive safeguarding policies and procedures are fully understood by the staff, who place a high level of importance on ensuring children are safe and secure at all times.
- Good relationships with parents and partnerships with other professionals are well established. Therefore, information is effectively shared between them and as a result, all children are supported well.

It is not yet outstanding because

- Practical routines, such as snacktime do not always fully support children's independence or are used to further promote mathematical development.
- Occasionally, staff do not give children sufficient time to respond to their questioning, missing opportunities to further develop their problem solving and thinking skills.

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 toured the premises.
- The inspector observed children playing in the pre-school rooms and the two outdoor play areas.
- The inspector held discussions with the manager, the staff and the children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents of the early years children attending the pre-school who were spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked the evidence of suitability and qualifications of staff working with children, the policies and procedures for the pre-school, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full report

Information about the setting

Lindale Pre-School Nursery was registered in 2001 and is on the Early Years Register. It is managed by a voluntary committee and operates from Lindale Primary School, Lindale, near Grange-over-Sands, Cumbria. The pre-school serves the immediate locality and also the surrounding rural areas. It opens Monday to Friday, during term time only. Sessions are from 8.45am to 11.45am, with an optional lunch club which runs until 12.45pm. Children attend a variety of sessions. The pre-school operates from two playrooms on the ground floor and toilets on the first floor. There are two enclosed areas available for outdoor play. There are currently 18 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently two staff employed at the pre-school who both hold an appropriate early years qualification at level 3. The deputy manager also holds a foundation degree. The pre-school is a member of the Pre-school Learning Alliance and works closely with the local authority.

What the setting needs to do to improve further

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

- review the practical routines undertaken by children to further support their independence and mathematical development
- enhance the good teaching methods already in place by giving children more time to think and respond to questions to develop their problem solving and thinking skills to the maximum potential.

Inspection judgements

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

Staff have a secure knowledge and understanding of the Early Years Foundation Stage. Therefore, they effectively promote children's learning and they are secure in their knowledge of child development. Staff support children's learning through a wide range of positive learning experiences that meet all children's individual needs. Staff listen to the children and use these cues to inform the planning of further activities. Staff are good role models who show, guide, support, encourage and challenge children in their learning. Staff are skilful in the way in which they question children. However, occasionally they do not always give children sufficient time to think about the questions asked or give them time to respond with an answer. As a result, children's critical thinking or problem solving skills are not always successfully promoted during some conversations. Children engage in activities and become absorbed in their play whether it is led by staff or chosen for themselves. For example, children ask to listen to a favourite musical soundtrack. Staff put

it on and the whole room burst into song. Children dress up as the characters of the film and play in the 'ice castle' recently created by the staff after following children's interests. Children are inspired by opportunities to extend their play and learning by creatively making snowmen pictures and playing in a white mixture containing hidden arctic animals. They embrace all aspects of their learning and as a result of this, the older children are ready for the next stage of their learning and their future move on to school.

The pre-school rooms are arranged so that children experience a range of interesting activities. They are warm, welcoming and inviting. Children benefit from a print-rich environment in which they are beginning to learn that print carries meaning and can be used in many different ways. Resources and equipment around each room are labelled and photographs of children's families are displayed at a height enabling children to see them clearly and to promote discussions. Children's communication and language skills are supported by staff providing a constant narrative for what they are doing. Staff repeat words and sentences they hear children say and sensitively correct any mispronounced words. They introduce the letter and sound of the week and use group times to introduce phonic activities. Children follow consistent routines, which help them to develop self-help skills and to feel secure. They learn to recognise their own names, as they hang their coats up and self-register when they arrive. Children thoroughly enjoy being outside. Staff encourage children to listen to the sounds of the mobiles and chimes and challenge them to catch the bubbles blowing about in the wind.

Staff work together to plan effectively for children's individual learning. They follow the strategies shown to them by other professionals to support children's development. This ensures consistency in their approach. The good use of observations and staff's secure knowledge of children's next steps also ensures that every opportunity is captured to support children's progress across all areas of learning. Parents are kept well informed about children's activities and progress. They attend stay and play sessions where they talk with their child's key persons, look at children's record books and discuss children's progress. Staff complete the progress check for children between the ages of two and three years and this is shared with parents. Parents are encouraged to share what children do at home. They are provided with newsletters and information is exchanged in communication books which are completed daily. Staff gather a wide range of information from parents on starting to gain an overview about children's individual needs and interests. The knowledge gained from home visits and settling-in sessions provide staff with children's starting points. These enrich the planning for individual children's learning and development. Children are well supported by staff who work closely with parents and outside agencies. As a result of this, any gaps in children's learning are swiftly recognised and help is obtained quickly to ensure their continued progress.

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

The key-person system is firmly embedded in the pre-school. Staff are kind and caring practitioners who effectively support children's settling-in procedures. Good partnerships with parents and carers are established right from the initial meeting. A tailored settling-in programme is in place which includes the provision of home visits. These visits enable

staff to see children in their familiar surroundings and to gather all the required information they need to support the children when they start attending pre-school. Staff encourage parents to attend sessions with their children so they become more familiar with their new surroundings and the staff team. Children are happy, confident and settle easily on arrival to pre-school because they feel safe and secure. They develop a close bond and secure relationship with both staff and students knowing they can go to them at any time to play or have a cuddle. Staff support children's self-help skills, for instance, they encourage children to put on their wellingtons and their own coats before going outside to play. If a child struggles with any task staff are always on hand to help. As a result, children's emotional well-being, self-help and social skills are promoted.

Children's health and well-being is fostered well. They are provided with healthy snacks, including, fresh fruit, crackers and a drink of milk. Children learn about personal hygiene and follow routine practices, such as washing and drying their hands before meals and after using the toilet. This ensures that children remain healthy and the risk of cross-contamination is reduced. Children's independence and self-help skills are promoted to some degree, but they are not used to maximum effect at this time. For example, although children pour their own drinks, staff do not encourage children to help prepare the snack, set the table, or serve the snack. As a result, there are missed opportunities to engage children in further developing their independence and self-help skills. In addition, staff do not always make full use of practical routines for extending learning opportunities, such as counting, comparing and calculating. Children listen to staff carefully, especially when they are reminded about the rules of the pre-school. For example, staff explain why they must not open the gates on the stairs to access the bathroom alone and what to do in the event of a fire. Staff take children on walks in to the village to visit places of interest and while doing so they talk to children about keeping safe on the roads and about not talking to strangers. As a result, children learn how to keep themselves safe.

Children are very well behaved. Staff use positive strategies and praise children for all their achievements whether they are right or wrong. This gives children confidence to try again without fear of failure and boosts their self-esteem. In addition, the positive encouragement from staff helps children to learn to share and take turns in activities. Staff fully support children in preparation for their next stages of learning, such as the transfer on to school. Activities, such as discussions and looking at story books about starting school, are used to familiarise children with the changes ahead. Staff initiate meetings with the class teachers, in order to discuss the children moving on and also to hand over their learning records to these new settings. In addition the class teachers are invited to visit the children in the pre-school. As a result, children are emotionally well prepared for their move on to school.

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

Leadership and management are good. The management committee and staff team have high expectations for the quality of care and learning that is offered to children and families. All documentation and procedures are regularly reviewed and updated to ensure

that all the safeguarding and welfare requirements of the Early Years Foundation Stage are met. The premises are secure, so no unauthorised person is able to gain access and children cannot leave unattended. Children are effectively safeguarded at the pre-school. Staff have undertaken safeguarding training. They have a thorough understanding of the procedure that they would follow, if they had any concerns about children or the behaviour of a member of staff. This shows that staff are vigilant and understand their role and responsibility in keeping children safe from harm. Robust recruitment processes are in place, which ensure that any adults appointed are suitable. Risk assessments of the premises and outings, completion of regular fire drills and qualified first aiders means that children's well-being is promoted. Any new staff and students are made fully aware of the policies and procedures of the pre-school as part of their induction and they spend time revisiting them at staff meetings to promote their ongoing understanding of them.

The manager effectively monitors the planning and assessment of the educational programme and children's progress. This enables her to have an accurate record of the range of activities that staff offer children and to track and monitor children's progress and development. Staff are supported by regular supervision sessions and they receive an annual appraisal. Their practice is observed by the management committee who plan effectively for the training and professional development of the staff. Meetings are held to plan for activities, discuss children's progress and for staff to reflect and evaluate training. Staff also reflect upon practice and contribute to the future development of the pre-school. Parents contribute to the self-evaluation process through parental questionnaires. This enables the manager and committee to consider any comments and suggestions that parents may have, to influence their continual improvement plan.

Staff have established good relationships with the host school, other agencies and professionals that are involved with the children. They share information to support their development and to ensure continuity of care and children's needs are being well promoted. There are good systems in place for the transfer of information between the pre-school, and parents and carers. Parents express a high regard for the service the staff provide for them and their children. They feel welcomed and confident about the care of their children. Parents exchange information with staff at the beginning and end of the day. They state they can see the difference in the progress their children are making and their children enjoy attending. Staff form positive relationships with parents. Parents receive a wealth of information about the pre-school. Information boards and ongoing discussions with staff keep parents informed as to the operation of the pre-school and events, such as stay and play sessions, which parents are warmly invited to attend.

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

Unique reference number	317552
Local authority	Cumbria
Inspection number	962659
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	18
Name of provider	Lindale Pre-School Nursery Committee
Date of previous inspection	28/02/2014
Telephone number	01539 533480

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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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