

# Lindal Pre School and Toddlers

Buccleuch Hall, Lindal, Ulverston, Cumbria, LA12 0LX



## Inspection date

Previous inspection date

29 January 2015

6 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- There is a whole setting approach to ensuring children are kept safe, secure and well protected. Recruitment of staff is robust, and staff are fully trained in safeguarding procedures.
- The quality of teaching is very good. The staff have a secure understanding of how children learn and are skilled at extending their learning to ensure all children make good progress in their learning and development.
- The partnerships with parents are good. The key persons share information about children's learning, development and progress on a regular basis and invite parents and carers to contribute to their children's learning. This results in good consistency and continuity between home and the setting.
- The committee members, manager and staff are very committed to improving the setting and outcomes for children. They are extremely reflective in all that they do, which contributes to the good quality of the setting.

### It is not yet outstanding because:

- Performance management is in its early stages, which means that the monitoring of the quality of teaching is not formalised or regular enough to fully inform the staff about what they need to further improve.
- There are further opportunities to promote children's independence further, such as at snack and mealtimes, so that children continue to develop their self-help skills and learn to take even more responsibility for completing tasks.

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

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

- strengthen performance management, for example, by monitoring and recording staff performance more regularly so that the already good teaching by staff is enhanced even further
- build on children's growing independence by making the most of opportunities to involve them in tasks during snack and mealtimes, for example, by preparing fruit and serving themselves.

### **Inspection activities**

- The inspector observed and talked with children as they played and took part in activities.
- The inspector conducted a joint observation with the manager.
- The inspector viewed a range of documents including children's files and assessment records, relevant policies and procedures and the setting's self-evaluation form and development plan.
- The inspector spoke with parents and carers on the day, taking their views into account.
- The inspector checked evidence of the qualifications and suitability of staff and committee members.

### **Inspector**

Janice Caryl

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching effectively supports children to make good progress. The staff successfully plan a wide range of interesting and stimulating activities that meet children's individual needs and interests. Children enjoy exploring the environment, inside and out. They take great delight in using the rainwater to empty and fill containers. Staff encourage children to investigate the properties as they mix it with the soil. Children laugh as they splash in the puddles. Older children take part in 'rising fives' sessions which challenge their skills and abilities even further. This helps them acquire the skills needed in preparation for school. In addition, they enjoy visiting the local school and taking part in the reception class activities. Staff are skilled in identifying and supporting children with special educational needs and/or disabilities. They competently liaise and work alongside other professionals to ensure that suitable interventions are put in place to support children. The staff communicate effectively with parents and carers whose children speak English as an additional language. They gather words to share in children's home language and offer to translate documents, creating a welcoming and inclusive environment.

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

Staff are sensitive and caring to children. New children are provided with one-to-one support to help them settle. Children demonstrate their attachment to their key person, showing the strong bonds that have been forged. Consequently, children's emotional well-being is fostered well. Staff support children in developing their independence skills. Children are encouraged to put on their own coats and change their shoes for playing outside. They independently attend to their personal needs and wash their hands. However, there are some missed opportunities for children to develop their independence further by helping at snack time. Children enjoy dancing and taking part in singing rhymes and games, where they develop their physical skills and benefit from the exercise.

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

The qualifications, skills and experience of the manager, staff and committee members, contribute highly to the safe and efficient management of the setting. Children are extremely well safeguarded because the committee take an active role in ensuring children are thoroughly protected. This whole setting approach ensures that the safeguarding and welfare requirements of the Early Years Foundation Stage are well met. The manager and staff effectively monitor children's progress in their learning and development. They constantly reflect on the setting's approach to ensuring outcomes for children continuously improve. Specific targets and actions are set, with working parties ensuring they are achieved. The committee and managers undertake regular supervisions for staff. These effectively support staff and identify training needs. Staff have begun to digitally record each other, to monitor their performance. However, this is not yet fully embedded or detailed to show how they can improve their teaching skills even further.

## Setting details

<b>Unique reference number</b>	317551
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	868445
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Lindal Playgroup Committee
<b>Date of previous inspection</b>	6 December 2011
<b>Telephone number</b>	07842183701

Lindal Pre-School was registered in 1968 and is managed by a voluntary committee. The pre-school operates from Buccleuch Hall in the centre of Lindal-in-Furness, Cumbria. The pre-school employs five members of childcare staff. Of these three hold appropriate early years qualifications at level 3, including the deputy who holds a relevant qualification at level 5. The manager is working towards a relevant qualification at level 5. One member of staff holds a childcare qualification at level 2. Sessions are from 9am until 3pm on Monday, 8.45am until 1.15pm on Tuesday, Wednesday and Thursday, and 12.30pm until 3pm on Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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