

Statham Little Foxes

Statham Community Primary School, Warrington Road, Lymm, Warrington,
Cheshire, WA13 9BE



Inspection date

26 March 2015

Previous inspection date

18 September 2008

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The pre-school committee has failed to meet their legal responsibilities. The roles and responsibilities of previous and current committee members are unclear, leading to disorganisation and a failure to notify Ofsted of changes to the pre-school.
- The recent addition of two-year-olds to the pre-school has not been well thought out, in order to prioritise their needs and interests. As a result, there is rarely any differentiation in the routines or taught activities to allow their play experiences and learning to be tailored to their capabilities.
- Staff only gather basic information about children's development. They do not collect more detailed information, to ensure that key people have a thorough knowledge of each child's starting points for learning.

It has the following strengths

- The new manager has put in place very effective systems to ensure the safety of children is prioritised. As a result, new staff have a clear understanding of safeguarding procedures and can respond appropriately to any concerns for children's well-being.
- Staff benefit from a thorough induction and ongoing support for their professional development. They frequently attend training courses and apply what they have learnt to benefit children. Regular supervision and observations of their practice result in specific targets being set to ensure the quality of teaching is continually improving.
- Some aspects of partnerships with parents is good. Parents share their expertise and contribute their views to an overall evaluation of the pre-school and to their children's learning journals. Children's learning continues at home, as a result.

What the setting needs to do to improve further

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

- ensure the needs and interests of two-year-olds are taken into account when planning routines and adult-led activities, so that they benefit from activities which are well matched to their current capabilities.

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

- develop monitoring systems further, for example, include an evaluation of the roles and responsibilities of the committee, so that training needs can be identified and clear procedures are put in place
- extend the information gathered from parents when children enrol, so that a more detailed starting point for each child's learning can be identified.

Inspection activities

- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, including information used to evidence the suitability of staff and first-aid qualifications.
- The inspector observed activities and care practices in the playrooms and within the outside play area. She conducted a joint observation with the manager.
- The inspector spoke with children and staff. She also held a meeting with the chair of the committee, the manager and deputy manager.
- The inspector took into account the views of parents and carers spoken to during the inspection and read their comments in children's learning records.

Inspector

Valerie Aspinall

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Interesting activities are planned for children in order to extend their learning. For example, children enjoy scooping ice cubes into the water tray, as they play with toy penguins. Staff ask children 'is the ice hot or cold?', extending their learning. Circle time is used to extend children's speaking and listening further, as staff ask for each child's news and older children enjoy short phonics exercises. However, two-year-old children get bored quickly during large group activities and find alternate, noisier activities to amuse themselves. Consequently, activities are not always sufficiently well matched to their individual needs, which disrupts learning for older children and leaves two-year-olds disengaged and not suitably challenged in their learning. Nevertheless, all children show curiosity, confidence and independence as they interact with staff and each other during periods of free play.

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

Children are warmly welcomed into this friendly pre-school by staff who know each child well. Children play well together, showing obvious enjoyment in being with their friends and a keenness to get involved in the activities planned for them. They respond positively to requests from staff and behave well. Many children choose to spend time outdoors, where they have ample resources to help them develop their physical skills and extend their imaginations through pretend play. Children snack on crackers, cheese and fruit, and are encouraged to try and spread butter on their crackers. As a result, they are becoming independent and developing the habits that contribute to a healthy lifestyle. Staff work closely with teaching staff from the host school to prepare children for the move to reception class. Children learn to sit and listen in a group and meet their prospective teachers, helping them become emotionally ready for school.

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

The roles and responsibilities within the pre-school committee are not always clear. As a result, there has been some disorganisation and a failure to inform Ofsted of committee members who have left, an extension to the building and a change of opening hours. However, the new manager has a secure knowledge of the Early Years Foundation Stage. She, together with her well-qualified team, strives for continual improvement. However, as a team, they have not used their good knowledge to provide a high standard of teaching to two-year-olds. Despite this, the manager has put in place effective systems to monitor children's progress and to improve the overall effectiveness of the pre-school. For example, her overview of tracking children's progress allows her to identify specific staff who need extra training in assessing children's achievements, to help them become more accurate in their observations. Parents' views about the pre-school are sought both verbally and through questionnaires. However, they are not asked to provide detailed information about what their children can already do, when they first enrol, to allow staff to swiftly plan for the next steps in their learning.

Setting details

Unique reference number	315239
Local authority	Warrington
Inspection number	871980
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	81
Name of provider	Statham Little Foxes Committee
Date of previous inspection	18 September 2008
Telephone number	01925 759445 07779 468 407

Statham Little Foxes was registered in 2000. The Pre-School and Out Of School club employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one at level 2 and one member of staff at level 5. The Pre-School and Out Of School club opens, from Monday to Friday during term time only. Sessions are from 7.30am until 6pm. The Pre-School provides funded early education for two-, three- and four-year-old children.

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