

Lostock Hall Pre-School Nursery



Lostock Hall Primary School, Mallard Crescent, Poynton, Cheshire, SK12 1XG

Inspection date

Previous inspection date

2 April 2015

23 September 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children arrive at the pre-school happy and ready to play. They develop strong attachments to the practitioners and are emotionally secure.
- Teaching is consistently good. Practitioners knowledgeably guide children's learning as they play. As a result, they make good progress.
- Partnership working with the school within which the pre-school operates, is very good. Children acquire the key skills they need to move confidently into their school Reception year.
- Practitioners understand how children learn. They organise resources and space to promote children's choice and independence.
- Children are safe in the pre-school. Everyday risks are effectively managed.
- Practitioners are calm and cheerful role models. They teach children about sharing and taking turns, so behaviour in the pre-school is consistently very good.
- Parents comment that they always feel welcome at the pre-school. As a result, information to support children's progress and well-being is shared effectively between parents and children's key persons.

It is not yet outstanding because:

- The manager does not consistently link her observations of teaching to sharply focused targets for individual practitioners, in order to promote an even higher quality of teaching.
- Practitioners' accurate ongoing assessments of individual children's achievements are not collated, to ensure that the monitoring of the educational programme is incisive and promotes the swiftest possible progress for all children.

What the setting needs to do to improve further

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

- link the manager's observations of teaching with more sharply focused performance targets for individual practitioners, in order that an even higher quality of teaching is promoted
- collate, periodically, summaries of children's achievements across the seven areas of learning and the characteristics of effective learning, so that the monitoring of the educational programme is astute and promotes the best possible progress for all children.

Inspection activities

- The inspector had a tour of the pre-school.
- The inspector observed activities in the playroom and outdoors.
- The inspector met with the provider.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of documents, including those used for assessment, planning and observation.
- The inspector checked evidence of the suitability and the qualifications of all practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Susan King

Inspection findings

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

Children arriving at the pre-school become happily absorbed in a wide range of inviting activities. Practitioners interact with children skilfully and playfully, so their learning is continuously promoted. For example, children enjoy chanting 'thumbs-up Thursday', as they find out about the initial sounds of words and learn the names and sequence of days of the week. Practitioners understand that each activity promotes learning across the seven areas. For example, when children print number shapes, the practitioner teaches them to count the dots on the printing tool and to recognise the numbers as they print them. She prompts them to write their name on their work, which promotes their literacy skills. In addition, they are encouraged to express themselves creatively as they print their own individual designs. Ongoing assessments of children's progress are accurate. Practitioners know children well. They ably support the next steps for each child's learning and development. For example, when practitioners throw and catch a ball with a group of children, they ensure that every child is challenged and every child succeeds.

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

Children's positive behaviour is promoted effectively. For example, practitioners gain children's attention by singing a familiar action song. By the time the end of the song is reached, all of the children have joined in and are ready to listen. Practitioners then calmly direct children to what they want them to do. Children's physical well-being is promoted as they learn to make healthy choices in their diet. For example, children learn that vegetables are healthy and that they grow in soil, so they have to be washed before they eat them. Organisation within the pre-school supports children to be independent. For example, practitioners teach children to find their coats and to put them on and fasten them by themselves. Children demonstrate pride in their achievement and are, therefore, motivated to continuously develop new skills. Practitioners are unfailingly, friendly and approachable, so children's emotional well-being is secured.

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

Managers have secure knowledge of the requirements of the Early Years Foundation Stage. Leadership is effective and practitioners work well as a team. The manager provides ongoing professional support and guidance for practitioners. However, the arrangements for supervision do not result in specific and measurable targets for each practitioner. This compromises the continuous and consistent improvement of the already good teaching. Managers work in partnership with the school to plan training. For example, recent school-wide training in safeguarding children has ensured that everyone is alert to the signs that a child may be at risk of abuse or neglect. Managers continuously review and improve the provision. However, they do not routinely examine collated information about the progress of the whole group of children. Consequently, targets for improving the pre-school do not lead to the highest possible achievement for all children.

Setting details

Unique reference number	305174
Local authority	Cheshire East
Inspection number	867577
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	24
Name of provider	Lostock Hall Pre-School Nursery Limited
Date of previous inspection	23 September 2009
Telephone number	01625383838

Lostock Hall Pre-School Nursery was registered in 1997. It operates within Lostock Hall Primary School. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school terms. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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