

Standish Under Fives

Standish High School, Kenyon Road, Standish, Wigan, Lancashire, WN6 0NX



Inspection date

27 April 2015

Previous inspection date

12 July 2010

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

- Staff reflect on children's individual learning styles and interests, in order to provide activities, which are meaningful and interesting. All children are making good progress, relative to their starting points.
- Highly effective tracking and monitoring arrangements ensure that staff can quickly identify areas of children's learning, which are at risk of being less than expected and secure interventions for them, where appropriate.
- Staff effectively support children's emotional well-being through warm and responsive relationships and an effectively organised key-person system. As a result, children demonstrate feelings of confidence and security.
- As a result of the good quality teaching from the enthusiastic and well-qualified staff team, children are keen to learn and demonstrate the attitudes, which successfully prepare them for their next stage of learning.
- Effective systems are in place to work in partnership with parents and other providers. Staff support parents well to involve them in their children's learning and to provide opportunities for them to extend this at home.
- Staff display a good understanding of the indicators of potential abuse. They are confident in reporting any concerns regarding children's welfare or following the robust whistle-blowing procedures. This means they are able to protect children from harm.

It is not yet outstanding because:

- Staff are less effective in maximising the learning opportunities for babies, in the outdoor area.
- Pre-school children's understanding of healthy food, is not always effectively promoted by staff.

What the setting needs to do to improve further

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

- enhance the range of resources and experiences available to less mobile babies in the outdoor area, in order to more effectively promote their all-round development and independent exploration
- promote pre-school children's understanding of being healthy more effectively, for example, by sitting with them during meals to discuss the foods they are eating and the effects this can have on their bodies.

Inspection activities

- The inspector spoke with staff, children and leaders at appropriate times during the inspection.
- The inspector observed activities in the indoor and outdoor areas, and conducted a joint observation with the manager.
- The inspector sampled evidence of the suitability of all staff and their qualifications, including paediatric first aid.
- The inspector considered the views of parents spoken to during the inspection and those recorded by the setting.
- The inspector reviewed operational documents, including the self-evaluation form, policies and children's information and learning records.

Inspector

Lauren Grocott

Inspection findings

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

Staff plan a broad range of interesting experiences for children. The good quality of teaching enables all children attending to make good progress in their learning. Children are keen, for example, to tell visitors about their newly planted seeds. They confidently explain what plants require, in order to grow, demonstrating a good understanding of the world around them. Staff have a strong focus on promoting children's communication and language skills, in order to prepare them for school. Older children demonstrate very good progress in this area. Toddlers enjoy exploring mark making with different kinds of tools and are encouraged to be creative. Babies freely explore a wide range of resources, which are easily accessible to them. However, in the outdoor area, babies who cannot walk yet, are not as effectively supported. This is because staff do not always provide different kinds of toys and resources, which reflect different areas of learning, for babies to explore independently.

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

Staff get to know children well through the flexible settling-in procedures. They respect children's individual routines and requirements, adhering to these as much as possible. Staff praise children and celebrate their achievements. Children feel confident as a result. Staff are very clear about the rules and boundaries of the setting. This makes a strong contribution to children's good behaviour and safety. For example, pre-school children understand they must hold onto handrails when using stairs. Children understand why it is important to follow hygiene routines and are regularly reminded, for example, to drink some water when they have been physically active. However, pre-school children's understanding of making healthy choices, is not always maximised, as staff do not always make the most of opportunities to discuss this in a meaningful way, such as during mealtimes.

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

Leaders are passionate and committed to developing the provision further. Self-evaluation is accurate and considers the views of parents, staff and children. This enables leaders to identify relevant targets for improvement. The manager has a very good understanding of the Early Years Foundation Stage requirements and implements them successfully. Staff benefit from numerous professional development opportunities, identified through observations of their practice. They are well qualified for their roles and this makes a positive contribution to the quality of teaching. The manager works closely with them, in order to effectively monitor the quality of the educational programmes and children's progress. Strong links with other professionals ensure that staff are well supported when working with children with special educational needs and/or disabilities. Parents are kept very well informed of their child's learning. Also, partnerships with other agencies and providers make a strong contribution to children's overall well-being and development.

Setting details

Unique reference number	322894
Local authority	Wigan
Inspection number	913646
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	76
Name of provider	Standish Under Fives Playgroup Committee
Date of previous inspection	12 July 2010
Telephone number	01257478739

Standish Under Fives was registered in 1978 and operates from premises within the grounds of Standish Community High School. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5pm in term time, with shorter sessions during the school holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

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