

# Portico Kindergarten

Aughton Town Green Primary School, Town Green Lane, Aughton, Ormskirk,  
Lancashire, L39 6SF



|                          |             |
|--------------------------|-------------|
| <b>Inspection date</b>   | 28 May 2015 |
| Previous inspection date | 21 May 2012 |

| <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

- The quality of teaching is good. Skilled and well-qualified staff provide a stimulating range of activities, which capture children's interest and imagination. As a result, all children make good progress from their starting points. This helps children to gain the skills needed to prepare them for school.
- Partnerships with the host school are very good. Children are very well prepared emotionally when they move on to school. This is because quality experiences are provided to introduce them to their new environment and key members of staff.
- The manager and her staff have a robust understanding of safeguarding procedures. This enables them to act promptly and effectively, should they have a concern about the welfare of a child.
- Partnerships with parents are good, and there is an effective two-way flow of communication. This ensures parents are kept well informed about their children's care, and have opportunities to continue their children's learning at home.
- Children behave extremely well. Staff offer gentle reminders about behavioural expectations. They work with parents effectively, to develop a shared understanding of how to manage children's behaviour.

### It is not yet outstanding because:

- Staff do not always maximise every opportunity to model counting, during children's free play and everyday activities.
- Staff in the baby room do not consistently encourage children's self-care and hygiene skills by enabling them always to wash their hands before eating.

## What the setting needs to do to improve further

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

- extend opportunities for children to enhance their mathematical skills, by encouraging counting during their self-chosen play and daily activities
- support young children to develop their self-care and hygiene skills, by ensuring they wash their hands before eating.

### Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector had a discussion with the provider, area manager, manager, staff, and some children.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a range of relevant documentation relating to safeguarding, suitability records, policies and procedures.

### Inspector

Jeanette Brookfield

## Inspection findings

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

Children are confident and motivated learners, because staff plan activities and resources, which take into account their individual needs and interests. For example, some children are interested in bugs and insects, which leads to staff suggesting they go on a bug hunt in the garden. Children aged under two years explore the shredded card and paper in a large bowl. Staff introduce new words, such as crinkly to help them express how it feels. As a result, children become active learners, as they show high levels of concentration throughout their activities. Staff focus on supporting children's communication and literacy. They teach children how to form and make the sounds of different letters. Staff support children's mathematical development as they promote their awareness of shapes, colours, size and measure. However, staff do not always maximise opportunities to fully develop children's counting skills, during their free play and daily routines, for example, opportunities to count children or pieces of fruit at snack time.

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

Staff are very skilled and sensitive to the needs of each child. They know each child as an individual, and recognise when children need additional support. Staff work extremely closely with parents, to ensure the arrangements for settling children in successfully meet their emotional and physical well-being. This ensures that children are emotionally secure. Staff promote children's confidence and self-motivation well. They give children opportunities, time and encouragement to try out their ideas and have a go. Staff praise children for their efforts, and help them understand what they have achieved. Children have healthy meals and snacks, which include fresh fruit and vegetables every day. Older children serve themselves at lunchtime, and independently access the bathroom so they can wash their hands before eating. Consequently, children are beginning to develop habits that contribute to a healthy lifestyle. However, other practices to support children's good health are not always consistent. For example, young children are not always encouraged to wash their hands before eating. Children are given lots of opportunities to exercise and they are all keen to play outside.

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

The provider and manager have a good understanding of the requirements of the Early Years Foundation Stage. The manager monitors assessments effectively to ensure that they are completed accurately. This means that any gaps or delays in children's learning are identified and addressed, so that all children make good progress. The manager checks the quality of teaching and works alongside staff, regularly reviewing and sharing practice. Staff benefit from opportunities to undertake recognised qualifications. This, in conjunction with good supervision arrangements and additional training, supports staff to improve their already good practice. Areas for further development are identified, through consultation with staff and parents, and are used well to set targets and drive improvement.

## Setting details

|                                    |                           |
|------------------------------------|---------------------------|
| <b>Unique reference number</b>     | EY361854                  |
| <b>Local authority</b>             | Lancashire                |
| <b>Inspection number</b>           | 857647                    |
| <b>Type of provision</b>           | Full-time provision       |
| <b>Registration category</b>       | Childcare - Non-Domestic  |
| <b>Age range of children</b>       | 0 - 17                    |
| <b>Total number of places</b>      | 40                        |
| <b>Number of children on roll</b>  | 63                        |
| <b>Name of provider</b>            | Portico Day Nurseries Ltd |
| <b>Date of previous inspection</b> | 21 May 2012               |
| <b>Telephone number</b>            | 01695 422 319             |

Portico Kindergarten was registered in 2008. The setting employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including one with a degree in the care and education of young children. The setting opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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