

# Lovelane Pre-School

Love Lane, Donnington, Newbury, Berkshire, RG14 2JG



## Inspection date

16 June 2015

Previous inspection date

20 January 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Staff fully understand and implement the requirements of the Early Years Foundation Stage. They are passionate in delivering a good-quality service to ensure all children have the best start in life.
- Staff provide activities that are appropriate for the ages and developmental stages of all children. They teach using suitable resources that reflect the ages of the children within the different groups. Consequently, children make good progress.
- Partnerships with parents are well established as staff use a regular two-way flow of communication as they share information about children's progress. Parents and carers spoken to on the day of inspection had the utmost praise for the caring staff, and could clearly see the progress that their children make.
- Safeguarding measures are secure. All staff have completed safeguarding training and hold an appropriate first-aid qualification. They know their responsibility to record and report any child protection concerns, and they effectively manage any accidents.
- Staff are reflective and have a strong drive to continually improve practice. This has a positive impact on the learning outcomes of all children in the pre-school.

### It is not yet outstanding because:

- Staff have not explored all opportunities to build on how they encourage all settings that children attend to regularly share information about children's interests, learning and development.
- On occasion, staff do not make the best use of every opportunity to encourage children to be independent. For example, adults prepare the food and pour the drinks for children at snack time rather than encouraging them to gain these skills.

## What the setting needs to do to improve further

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

- enhance the good communication links with other settings to gain greater consistency in sharing details of children's learning in order to more precisely promote continuity in their education
- ensure that staff make the best use of every opportunity to encourage children to be independent and support them to manage their personal needs, relative to their ages.

### Inspection activities

- The inspector observed activities in the main base room and outside.
- The inspector carried out a joint observation with the senior management and checked evidence of the suitability and qualifications of staff working with children.
- The inspector sampled children's learning records, planning documentation, a selection of policies and children's records.
- The inspector held meetings with the manager and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

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

Children direct their own play in this stimulating environment. For example, they eagerly explore the similarities of objects using magnets, and practise their early writing skills as they use a selection of writing materials. Furthermore, staff encourage children to compare sizes as they draw around their body outlines. As a result, children rapidly gain the essential skills needed in preparation for school. Staff complete regular observations and assessments of children. They recognise each individual child's achievements, identify their next steps in learning and use this information to inform future planning. Staff provide interesting activities that help all children to learn. For example, children thoroughly enjoy the experience of making Father's Day cards, placing stamps on them and walking to the post box. They eagerly take turns in posting their envelopes and discuss how their cards will arrive.

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

Children are happy and relaxed within this welcoming pre-school. They form strong attachments with staff, which helps them to settle quickly and enjoy their learning. There are good arrangements to support children's well-being. Staff effectively promote children's self-esteem and help them to develop their social skills. Resources inside the pre-school are well organised enabling children to make choices with regard to their play. Children's good health is further promoted through regular outings and daily opportunities to enjoy fresh air and physical exercise. Staff use snack time well to reinforce healthy eating and the benefits of a healthy diet. However, on occasion, staff do not make the best use of every opportunity to encourage children to be independent.

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

The pre-school's arrangements to safeguard children are robust. There are strong security measures to keep children safe, including thorough risk assessments. Staff's recent training to promote the needs of two-year-old children is evident in practice. This enhances their already good knowledge and understanding of how children learn. Consequently, they continue to enhance children's learning experiences. Parents are kept well informed of the progress their child is making. Overall, there are good communication links with other settings that children attend. However, arrangements to share specific information about children's learning are more effective in some cases than in others. Staff value the regular feedback obtained from parents and other professionals. They regularly review their self-evaluation records and effectively implement any identified improvements. Staff receive ongoing support through regular appraisals that are used to identify any training needs and areas for improvement.

## Setting details

<b>Unique reference number</b>	507889
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	826191
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Lovelane Pre-school Committee
<b>Date of previous inspection</b>	20 January 2010
<b>Telephone number</b>	0790 0120202

Lovelane Pre-School registered in 1988 and operates adjacent to the Shaw-cum-Donnington Primary School in Newbury, Berkshire. The pre-school opens five mornings a week during school terms. Sessions are from 8.30am to 11.30am. Five staff members work with the children, of whom four hold early years qualifications up to level 3. The manager has a teaching qualification. The pre-school receives funding to provide free early education for children aged two, three and four years.

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