

# Newtown Preschool and Playgroup

Queens Park Mobile, Rivington Road, ST. HELENS, Merseyside, WA10 4NQ



<b>Inspection date</b>	8 October 2015
Previous inspection date	27 February 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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff communicate effectively with children. They find lots of opportunities to support and extend children's developing language and communication skills during activities and daily routines.
- Staff are well qualified and have a good understanding of the Early Years Foundation Stage. They use their knowledge to plan activities and experiences that promote children's learning across the seven areas.
- The key-person system is effective. Children have formed close relationships with adults and this helps to support their emotional well-being. Children's individual needs are supported well, including disabled children and those with special educational needs.
- The management team carefully monitor tracking and assessments to ensure all children make good progress in their learning. They quickly identify children who may need additional support and assist the staff with planning for children's unique needs.
- The manager completes an accurate self-evaluation form and regularly reviews the provision. She includes the views of those who use the setting in her evaluations and acts on advice given by the local authority.

### It is not yet outstanding because:

- Opportunities are sometimes missed to extend and challenge children's learning even further.
- Information collected on entry to the setting does not always take account of what children can already do.

## What the setting needs to do to improve further

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

- encourage staff to use a wider range of teaching strategies in order to challenge children's thinking and learning even further
- enhance the depth of information collected from parents on entry to the setting, in order to establish what children can already do when they start.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Nadine McCarthy

## Inspection findings

### Effectiveness of the leadership and management is good

The manager displays a clear commitment to making ongoing improvements. She completes an action plan to help identify specific aspects of the provision she would like to enhance and shares this with staff. She regularly monitors staff practice to ensure any areas of underperformance are identified and addressed quickly. Supervisions are used effectively to identify strengths and weaknesses in staff practice and to set targets for professional development. The arrangements for safeguarding are effective. Staff have a good understanding of the possible signs and symptoms of abuse and how to report any concerns they may have. The manager provides regular training for staff to enable them to enhance their own knowledge and skills. Most recently this has helped to develop the staff's awareness of communicating more effectively with children.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how young children learn and develop. They complete regular observations and assessments of children's learning and plan activities to support children's next steps in learning. Parents have access to children's learning files and receive regular updates about their child's progress. The manager organises stay-and-play sessions and workshops for families to attend. This helps to establish strong relationships with the parents and supports them to guide children's learning at home. Staff provide good opportunities for children to develop their early literacy and writing skills. They consider innovative ways to engage children in mark-making activities based on their own interests. This helps to equip children with key skills needed for their future learning. Staff place a sharp focus on developing children's language skills. They encourage non-verbal children to communicate by using visual clues, signing and picture timetables.

### Personal development, behaviour and welfare are good

Children are happy and confident within the setting and settle quickly. They have a wide range of learning experiences and resources to select independently. Staff review the organisation of the learning environment to ensure children are stimulated and engaged in their learning. Children enjoy accessing the outdoor area throughout the day and have good opportunities to be physically active. The staff use the outdoor classroom successfully to extend learning opportunities and activities from indoors. Children behave well and learn to share and take turns. Staff reward children for their achievements and involve them in simple daily tasks and routines. The setting has established good relationships with local schools. They invite teachers into the setting and arrange meetings to share information about children's learning and development. This helps to prepare children well for their move to school.

### Outcomes for children are good

Children are making good progress in their learning. Staff display high expectations for children's learning and provide additional support when needed. The manager ensures appropriate intervention is sought for children who are making less progress than expected.

## Setting details

<b>Unique reference number</b>	EY431579
<b>Local authority</b>	St. Helens
<b>Inspection number</b>	853223
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Norma Elaine Chisnall
<b>Date of previous inspection</b>	27 February 2012
<b>Telephone number</b>	01744754932

Newtown Preschool and Playgroup was registered in 2011. The pre-school employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, one at level 2 and one member of staff holds an appropriate early years qualification at level 4. The pre-school opens from Monday to Friday term time only, from 7.45am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs.

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