

Tugboats Pre-School

Quays Community Centre, 233 Thelwall New Road, Grappenhall, Warrington,
Cheshire, WA4 2XT



Inspection date

21 July 2015

Previous inspection date

19 January 2011

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

- The pre-school environment is rich and varied. Children enjoy a wide range of interesting and challenging activities and experiences. This helps to ensure that all children are engaged and motivated and make good progress in their learning.
- Children are confident learners and make independent choices about their play. Staff encourage children to develop a can do attitude that supports them in developing a positive approach to learning and prepares them well in readiness for school.
- Children are well protected in this safe environment. Staff have a good understanding of how to safeguard children in their care. They clearly demonstrate their understanding of what to do should they have any concerns about children's welfare.
- There are effective partnerships with parents and staff demonstrate a good understanding of the importance of working in partnership with other professionals. This is particularly valuable in supporting children with special educational needs/or disabilities. This good practice helps to promote all children's consistent learning and care.
- The manager and staff work as a team to promote continuous improvement. They take into account the views of parents, carers and children. This helps them to adapt their provision to meet the changing needs of children and their families.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children to further develop their self-care skills and make informed choices about healthy foods.
- Management do not always support staff to share their expertise and experience with each other.

What the setting needs to do to improve further

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

- provide more opportunities for children to make informed choices about healthy snacks and develop their self-care skills even further
- support staff to share their high levels of expertise and experience with each other.

Inspection activities

- The inspector observed the quality of teaching, learning and care practices in the pre-school.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documentation, including policies, evidence of the suitability of staff, the pre-school's self-evaluation form and planning and assessment records.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Karen Cox

Inspection findings

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

Staff have a comprehensive understanding of how children learn. The quality of teaching is consistently good, and sometimes outstanding. This is because the highly qualified staff team constantly engage and enthusiastically interact with children's play. Staff ask open questions and skilfully make links with children's prior learning and experiences. This encourages children to ask questions themselves to extend their knowledge. Children's problem-solving skills are nurtured as staff promote opportunities for children to have a go and work things out for themselves. For example, children delight in making play dough, calculating whether to add more flour or more water to achieve the right consistency. Their mathematical skills are developed through everyday routines, as they calculate how many plates and cups they require as they help to lay the table.

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

Staff are excellent role models and successfully manage children's behaviour through a calm and consistent approach. This helps children to play cooperatively together and learn to be polite and kind. The key-person system is effective and supports children's emotional development and well-being. Staff take the time to get to know the child and their family, which enables children to settle quickly into the pre-school. Children have daily access to a wonderful outdoor area and opportunities to promote their physical development. Children learn how to keep themselves safe as they discuss traffic lights, seatbelts and safety helmets when using the wheeled equipment. Children are developing good hygiene practices as they fully understand they must wash their hands in preparation for snack and lunch time. They are provided with healthy and nutritious snacks and have access to drinking water. However, there are not enough opportunities for children to talk about the benefits of healthy foods to help them make their own decisions about what to eat or to develop their self-care skills.

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

The manager is a very knowledgeable and passionate practitioner, who understands the requirements of the Early Years Foundation Stage. She is dedicated to improving the provision and children's attainment. Staff share her drive and enthusiasm. The manager and staff team analyse all developmental tracking documents to ensure that support is targeted to meet each child's individual needs. This helps children to receive timely support and intervention. Staff supervision is carried out regularly and is effective in supporting staff to highlight areas for continuous professional development. However, the manager does not yet use a wide variety of methods to help staff share their expertise and enhance the quality of teaching even further. Parents speak very highly of the pre-school and appreciate the guidance given to support children's learning at home.

Setting details

Unique reference number	315253
Local authority	Warrington
Inspection number	868293
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	48
Name of provider	Tugboats Pre-School Committee
Date of previous inspection	19 January 2011
Telephone number	01925 497580

Tugboats Pre-School opened in 1997. The pre-school employs five members of childcare staff. All of these hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.40am until 2.40pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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