

Lawford's Little Pumpkins Pre-School CIC



Lawford C of E GM Primary School, Long Road, Lawford, MANNINGTREE, Essex,
CO11 2EF

Inspection date 1 December 2015
Previous inspection date 20 July 2011

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

- The quality of teaching is good. Children enjoy learning and staff provide fun and stimulating activities. They make effective observations of children which help them to identify what they need to learn next.
- Children make good progress in their learning. Newly established systems to check their development help staff to identify children who may need more support.
- Staff have a good understanding of how to protect children from harm. They teach children how to keep themselves safe. For example, they discuss the dangers of the hot oven during a cooking activity.
- Arrangements for self-evaluation are good. Managers use a range of ways to evaluate all areas of practice and to identify priorities for improvement.
- An effective key-person system strongly supports children's emotional well-being. Staff form trusting and meaningful relationships with children, who feel safe, secure and confident in their care.

It is not yet outstanding because:

- Occasionally, children do not follow their interests as they cannot always make choices during their play.
- Although staff get useful information from parents when new children start, they have not yet found successful ways to continue sharing information with all parents as children continue to attend.

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 choices and select resources independently
- enhance strategies to work more closely with all parents to support children's learning even more effectively.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager and providers. 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

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The manager has a good understanding of statutory requirements. Arrangements for safeguarding are effective. Thorough recruitment procedures help to ensure staff are suitable for their role. Training opportunities are supported well by the management team and staff are encouraged to build on their qualifications and knowledge. This helps to continuously improve the already good teaching practice. Staff reflect on their own practice, and managers gather feedback from parents, children and other professionals. This information is used to identify priorities for improvement. The pre-school has a strong capacity to build on its already good practice.

Quality of teaching, learning and assessment is good

Staff use effective systems for observing and assessing children's development. Parents contribute to initial assessments so that staff can quickly plan how to best support each child's learning. Staff get to know children extremely well and understand the different ways young children learn. For example, they provide mark-making opportunities outside for children who prefer to be outdoors. Children enjoy learning and staff plan appealing activities that engage their interests. For example, children delight in dressing as witches as they act out a familiar story. Staff support children's developing mathematical skills very well. For example, during a baking activity the children count and measure ingredients and time how long their cake is in the oven. Children's language development is supported well, particularly for those children who speak English as an additional language.

Personal development, behaviour and welfare are good

Staff offer children lots of praise and reassurance, which contributes to the high levels of self-esteem and confidence they display. Staff are courteous to each other and the children, and encourage them to think about each other's needs and feelings. This helps children to learn right from wrong, and they behave well. Staff give children small tasks and responsibilities, such as preparing snacks and changing their own shoes. This helps to promote their independence. Children are offered nutritious meals and snacks, and they have lots of fresh air and exercise as they spend much of their time outdoors. This helps staff to teach them about healthy lifestyles. High priority is given to supporting children when they move on to school.

Outcomes for children are good

All children, including disabled children and those with special educational needs, make good progress from their individual starting points, and some children make progress beyond that expected for their age. Managers identify gaps in children's learning and plan to close these. Children are well prepared for the next stage of their learning. Staff work closely with parents and other settings to identify and promote the key skills needed to succeed when children are ready to move on to school.

Setting details

Unique reference number	EY409411
Local authority	Essex
Inspection number	849972
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	42
Name of provider	Little Pumpkins Pre-School C.I.C.
Date of previous inspection	20 July 2011
Telephone number	01206 391 412

Lawford's Little Pumpkins Pre-School CIC was registered in 2010. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, 50 weeks of the year. Sessions are from 8.30am until 4.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs, and children who speak English as an additional language.

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