

Linx Pre-School

Lilly Hall Road, Maltby, Rotherham, South Yorkshire, S66 8BE



Inspection date	17 December 2015
Previous inspection date	27 January 2011

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

- Parents are very positive about the pre-school. They are particularly happy with the flexibility of the settling-in process as practitioners are sensitive to the needs of the whole family. They comment that their regular contribution about what their children can do at home is valued, appreciated and acted upon.
- Children make good progress. They are confident communicators and practitioners listen carefully when they speak. This encourages them to contribute to conversations and ask questions about things they are interested in.
- Children understand the benefits of healthy eating and confidently discuss the advantages of choosing fruit over sweets. They independently discuss the importance of following self-care routines at snack time, especially about oral health.
- Children form secure emotional attachments with practitioners which help them to feel confident and they are eager to become involved in activities.
- Children enjoy learning in the welcoming and well-planned environment. They access a wide range of resources which helps them to develop their skills.

It is not yet outstanding because:

- Practitioners reflect on their provision. However, they have not found fully successful ways to engage children in the process to help identify further areas for improvement.

What the setting needs to do to improve further

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

- enhance the self-evaluation process and involve children in sharing their ideas and opinions which help identify aspects of the provision that can be improved.

Inspection activities

- The inspector made a tour of the premises.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of the teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke to parents and children during the inspection and took account of their views.
- The inspector looked at relevant documentation, including a sample of assessment records, insurance and first-aid certificates, policies and procedures and risk assessments.
- The inspector held a meeting with the manager and spoke to the chair of the committee.

Inspector

Wendy J Kettleborough

Inspection findings

Effectiveness of the leadership and management is good

The manager listens to parents, practitioners and the committee when reflecting on the provision. She uses their views to help drive continuous improvement. The management team accurately analyse the progress of children to help identify gaps in attainment. This helps the team set priorities for individuals and groups of children and makes sure interactions are focused. The manager values the benefits of regular staff supervision and provides clear, focussed support. This helps improve teaching practice and outcomes for children. The arrangements for safeguarding are effective. The provider and practitioners understand their role and responsibilities in protecting children from harm.

Quality of teaching, learning and assessment is good

Children are excited to attend the pre-school and eager to learn. The well-qualified practitioners have extensive experience and an in-depth knowledge of how children learn. Practitioners regularly carry out detailed observations of children as they play. They use the information to plan activities that help children remain engaged as they practise new skills. Practitioners share their knowledge with parents, providing them with strategies to help their children continue learning at home. This helps consolidate the progress children make. Children enjoy being creative and are supported to use their imagination. For example, they create intricate patterns and build complex structures in the sand. Practitioners are responsive to children's individual needs. They model language effectively and are skilful in their use of questioning. This helps younger children quickly acquire and extend their own language skills.

Personal development, behaviour and welfare are good

Practitioners provide an interesting and exciting environment that offers challenge and opportunity. This helps motivate children to explore and gain confidence. Children respect the boundaries and routines that are consistently promoted, reinforcing the high expectations within the pre-school. Practitioners promote opportunities for independence at every opportunity. This helps to promote a positive 'can do' attitude. For example, children peel their bananas independently, use safety knives to cut apples at snack time and wash their hands without the need of reminders. Practitioners establish good relationships with children and parents through an effective key-person system. This helps children feel secure and settle easily. Children take turns, share and cooperate with each other. Parents comment that 'staff are always available to listen and offer their support to the whole family'.

Outcomes for children are good

Children are developing a wide range of skills and are making good progress given their starting points. Practitioners challenge and extend what children know and, consequently, they are well prepared for the next stage in their learning.

Setting details

Unique reference number	303246
Local authority	Rotherham
Inspection number	864765
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	37
Name of provider	Linx Pre School Committee
Date of previous inspection	27 January 2011
Telephone number	01709 816401

Linx Pre-School was registered in 1982. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one at level 2, one at level 4 and one with a foundation degree. The pre-school opens Monday to Friday from 8.30am until 11.30am and 12 noon until 3pm, term time only. 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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