

Croftlands Pre-School Nursery

Croftlands Infant School, Oakwood Drive, Ulverston, Cumbria, LA12 9JU



Inspection date	11 January 2016
Previous inspection date	23 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Leaders and managers have made vast improvements since the last inspection. The new management committee are very attentive and provide effective support to staff. The manager and staff are well qualified. They work as a cohesive team and are dedicated to improving outcomes for children.
- Observations of children are clearly assessed and evaluated to help support the planning of children's next steps in learning. Staff have high expectations of children's abilities. Overall, children are appropriately challenged to make good progress in their learning and development.
- Children are effectively supported to acquire the necessary skills in preparation for school. Children are encouraged to be independent. They help prepare their own snacks and are effectively supported to manage their own personal needs. Children learn to recognise their own name and have numerous opportunities to develop their early mathematical skills.
- The pre-school nursery strives for a continuous cycle of self-reflection. Managers seek feedback from parents, children and staff. This enables everyone connected with the pre-school nursery to be involved in contributing their ideas.

It is not yet outstanding because:

- There are occasions where younger children are not given enough opportunities to extend their listening and early reading skills.
- At times, some children are not fully supported to become engaged in meaningful activities that help them to settle.

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 younger children to enhance and extend their listening and early reading skills
- give more time and attention to children who are settling in, so that they fully benefit from the wide range of activities and experiences available.

Inspection activities

- The inspector viewed the premises inside and outdoors, talked with children, observed interactions between staff and children and assessed the impact on children's learning.
- The inspector held discussions with the pre-school nursery manager and chair of the committee. She looked at relevant documentation, such as policies and procedures, children's files and evidence of the qualifications and suitability of staff working in the pre-school nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector conducted a joint observation with the manager.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a clear understanding of the policies and procedures to follow, should they have a concern about a child's welfare. The premises are safe and secure and effective risk assessments are in place for all activities taking place. Staff training is regarded as important and has a positive impact on staff practice and outcomes for children. For example, the outdoor area is being enhanced following information gathered at training events and through research. The management committee is very proactive. They ensure that recruitment procedures are robust and take an active part in sessions to help monitor staff practice. This helps to ensure that staff practice remains strong and the quality of teaching improves.

Quality of teaching, learning and assessment is good

The manager and staff have a well-developed knowledge of the Early Years Foundation Stage. Activities and experiences promote children's learning in all areas. There is a good balance of adult-focused and child-initiated activities. Children enjoy making dough with staff. They develop their physical coordination as they carefully spoon out flour into a cup. Staff encourage children to learn mathematical language, such as, one more and full. Children enjoy the sensory exploration of the ingredients. Children learn to be patient as they wait their turn. Staff ask pertinent questions to help children think, such as, 'What would the dinosaurs think of this dough?' Overall, the quality of teaching is good and children extend their skills through activities that have depth and breadth. Partnerships with parents are good. A variety of methods are used to communicate effectively with parents. This helps to ensure that parents are fully informed of their children's development and recent relevant changes in legislation.

Personal development, behaviour and welfare are good

Children are motivated to learn through a good range of activities and experiences. They are active learners and show respect and concern for each other. Staff use positive behaviour strategies to promote good behaviour. Children learn the difference between right and wrong through good role modelling and clear explanations. Key persons successfully support children and effectively promote their emotional and physical well-being. Children show that they have strong and secure attachments with staff. For example, they confidently ask staff for support and make requests. Children learn about the positive aspects of healthy lifestyles. Staff include parents when teaching children about eating healthily and the positive aspects of having daily fresh air and exercise opportunities.

Outcomes for children are good

Children are making good progress in their learning and development. The manager and staff work closely with the local authority and other professionals. This helps to ensure that any gaps in children's learning and development are swiftly addressed. Children are successfully supported emotionally and physically as they prepare for moving on to nursery or school.

Setting details

Unique reference number	317497
Local authority	Cumbria
Inspection number	1028095
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	22
Number of children on roll	24
Name of provider	Croftlands Pre-school Nursery Committee
Date of previous inspection	23 April 2013
Telephone number	01229 480 018

Croftlands Pre-School Nursery was registered in 1988. The pre-school nursery employs five members of childcare staff. Of these, all but one staff member holds an appropriate early years qualification at level 3. The pre-school nursery opens from Monday to Friday during term time. Breakfast club sessions are from 7.30am until 8.55am. Pre-School nursery sessions are from 9am until 12 noon and 12 noon until 3pm on Monday and Thursday. Sessions on Wednesday are from 12 noon until 3pm. Sessions on Tuesday and Friday are from 9am until 12 noon. After-school sessions are from 3.15pm until 6pm. The pre-school nursery provides funded early education for two-, three- and four-year-old children.

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