

Stickney Pre School and Kids Club



Stickney C of E Primary School, Main Road, Stickney, BOSTON, Lincolnshire, PE22 8AX

Inspection date	25 January 2016
Previous inspection date	15 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Overall, teaching is good. Qualified staff accurately assess and monitor children's achievements. This helps them to plan activities that interest children and support their individual next steps in learning.
- Children's needs are met consistently and effectively. The pre-school actively promotes partnership working with parents and other professionals involved in children's care.
- Staff support children's emotional security well. They show respect towards children and treat them as individuals, showing warmth and kindness. Children naturally include staff in their play and seek reassurance from them if they are feeling upset.
- A successful programme of professional development means that staff regularly update their knowledge, understanding and practice. Staff attend training courses to support children with specific needs. This helps ensure all children make ongoing progress in their learning and development.
- The pre-school provides children with a warm, welcoming and friendly environment. Good resources are thoughtfully laid out and easily accessible to children of all ages.

It is not yet outstanding because:

- Sometimes, staff do not provide extra challenges that enthuse children to investigate even more. Teaching is not focused on helping older children to think at a higher level and increase their problem-solving skills.
- Children who speak English as an additional language are not making as good progress in listening and attention skills as others.

What the setting needs to do to improve further

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

- provide children with more opportunities to effectively create or solve problems for themselves and use their exploratory and thinking skills even more
- target support for children who speak English as an additional language to help them broaden their listening and attention skills to support their speaking skills 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. 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

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are trained to identify the possible signs of abuse and neglect. They know the correct procedures to follow should they have concerns about a child's welfare. The manager completes inductions, supervision sessions and appraisals with the staff to help enhance their performance. The manager, committee and staff team at the pre-school work very well together. They have been proactive in driving improvements forward. Since the last inspection, the pre-school has made many changes to the provision. Self-evaluation is central to the pre-school's good practice and has a positive impact on action plans for the future. Good teamwork, along with advice and support from the local authority has helped to raise the overall quality of the nursery. The manager samples children's assessments regularly, in order to ensure their accuracy and consistency.

Quality of teaching, learning and assessment is good

Staff gather detailed information from parents about children's capabilities when they start at the setting. They quickly establish a comprehensive picture of what children already know and can do. This means they can plan suitable activities for children from the outset. Children are active learners who demonstrate good levels of concentration as they play in a solution of flour and water. Using a range of whisks and pots, children transport water to the mixture to change the consistency. Staff offer suggestions and encouragement, which helps motivate them to do more. Staff make good use of opportunities to introduce and reinforce mathematical concepts. Children sing number rhymes and staff introduce props to further their engagement. Children have opportunities to experiment with different levels of noise. Staff encourage them to bang the drum quietly and then loudly. Parents are kept well informed about their children's progress. Staff provide parents with ideas about how to further support their children's learning at home.

Personal development, behaviour and welfare are good

Children settle in quickly as they arrive at the pre-school. There is a good key-person system and staff know the children very well. Children enjoy choosing from a selection of fruit at snack time. This promotes their understanding of what constitutes a healthy diet. Children's health is well promoted. They play outside daily. Children learn to recycle foods to make compost to assist in the growing of vegetables and fruit as part of a healthy lifestyle. They are learning to be independent and pour their own drinks. Children are supported to behave and respect others through sensitive reminders provided by staff. They are encouraged to share and take turns as they play alongside each other. Children are provided with opportunities to be physically active. They enjoy chasing each other on the wheeled toys.

Outcomes for children are good

All children make good progress in readiness for their move to school. Disabled children and those with special educational needs make particularly good progress in relation to their starting points. The manager makes good use of additional funding to buy resources and additional training to close any gaps in children's learning.

Setting details

Unique reference number	EY427299
Local authority	Lincolnshire
Inspection number	1031124
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 - 11
Total number of places	28
Number of children on roll	24
Name of provider	Stickney Pre School Committee
Date of previous inspection	15 October 2015
Telephone number	01205 481007

Stickney Pre School and Kids Club was registered in 2011. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, five at level 3 and one at level 2. The pre-school opens from Monday to Friday during term times. Sessions are from 9am until 3pm. The pre-school offers after-school care for children of school age from 3pm to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language, disabled children and those with special educational needs.

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