

Statham Little Foxes

Statham Community Primary School, Warrington Road, Lymm, Warrington,
Cheshire, WA13 9BE



Inspection date

Previous inspection date

26 January 2016

26 March 2015

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

- Assessment is regular and accurate and used well to plan children's future learning. All children make good progress irrespective of their starting points and most achieve well.
- Most children attend the adjacent school. Good transition arrangements help children become familiar with their new teacher. Staff share useful information with her about children's abilities, care needs, interests and friendship groups. Children are well-prepared for school and the information is used well to help them settle in quickly.
- The manager and deputy have greatly improved the setting since the last inspection, and now fully meet the legal requirements. They are rapidly improving the quality of teaching. They make sure staff are well-trained and qualified, and up-to-date with emerging research in early years. Safeguarding is effective.
- Children behave well and feel safe and confident to take well-managed risks. Accidents such as children soaking themselves are used sensitively to develop children's well-being and confidence to try new experiences.

It is not yet outstanding because:

- The manager is not yet able to show the extent to which the setting is narrowing the achievement gap between children most at risk of not achieving well and the other children.
- Feedback given to staff and managers is sometimes too vague to help them improve specific areas of their practice.

What the setting needs to do to improve further

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

- improve the use of information from assessment and tracking to show how the setting is narrowing the gaps in achievement for children in groups identified as being most at risk of not achieving as well as their peers
- improve the quality of supervision of the manager and of individual staff, by giving precise and detailed feedback to help them improve their practice.

Inspection activities

- The inspector viewed all areas of the premises used by children, including the outdoor area.
- The inspector held meetings with the manager and deputy, the chair of the committee and the reception class teacher from the adjacent school. The inspector also spoke with staff and children at appropriate times throughout the inspection.
- The inspector carried out three formal observations with the manager and deputy. The manager also took up the inspector's invitation to accompany her throughout the general observations of teaching and learning both inside and outside in the pre-school setting as well as the observations of practice in the breakfast and after school clubs.
- The inspector reviewed evidence of staff's suitability, and their qualifications and training records. The inspector also looked at the setting's self-evaluation form, and supervision records.
- The inspector looked at a sample of records, including registers, children's assessments both in hard-copy and in the electronic on-line learning journals and assessments and looked at planning documentation. The inspector also reviewed a broad sample of policies and procedures, including those supporting safeguarding and the Prevent duty.
- The inspector spoke to three parents during the inspection, and took account of their views. The inspector also looked at parental feedback in hardcopy and electronically. The inspector selected two children and tracked their progress.

Inspector

Linda McLarty

Inspection findings

Effectiveness of the leadership and management is good

The committee is continually improving the learning environment for children. The manager has strengthened the staff team, enhancing their qualifications with regular training and by observing their practice. However, occasionally feedback is not precise enough to highlight what staff need to do to improve their practice. The manager checks assessments and tracking information carefully to ensure accurate information is shared with parents and schools. Most children make good progress. However, it is unclear how well the achievement gap is narrowing between children who enter the setting with abilities below typical levels and their peers. Parents participate in assessment from the outset, and appreciate accessing the on-line learning journeys and assessment information. This helps them build on children's learning at home. Children enjoy the broad range of activities in the breakfast and after school clubs. Staff protect children well because they can recognise indicators of a very wide range of types of harm and know how to report these. The manager works well with parents and external agencies such as social care to ensure that children receive the support they need swiftly.

Quality of teaching, learning and assessment is good

Assessment information clearly shows that children are being well-prepared for the next stage in their learning. All children identified as below expected levels are catching up quickly. Two-year-olds are given the support they need to achieve well and make good progress. Key persons adapt the plans as necessary to meet the needs of children of all ages. They use parental information about children's current interests to provide activities to help children to become confident, enthusiastic learners. Concepts are taught in practical ways for example, older children enjoy identifying rhyming words as they match items such as bags of rice with dice, or cars with stars. Three-year-olds learn that water usually flows downwards as they pour water through interlinking pipes outside. Accidental soakings are enjoyed as learning opportunities, which helps children gain the confidence to experiment. Two-year-olds talk about their feelings in depth when thinking about Humpty Dumpty falling off the wall. They confidently share, take turns and comfort their friends.

Personal development, behaviour and welfare are good

Staff create a calm, secure and very happy place to learn, where children feel safe and relate well to adults and to one another. Children behave courteously in response to the good example set by staff, who nurture and care for children well. The manager and deputy always follow up non-attendance. This encourages good habits in preparation for school, but also ensures that they are alerted to any possible concerns and makes sure that publicly funded places are taken up. Children learn how to dress themselves, and to take care of their toileting needs independently. They learn about healthy living and are developing good physical skills in daily exercise indoors and outside.

Outcomes for children are good

Assessment shows that all children make good progress irrespective of their starting points and most enter school at or above the levels typical for children of their age.

Setting details

Unique reference number	315239
Local authority	Warrington
Inspection number	1035581
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	54
Number of children on roll	32
Name of provider	Statham Little Foxes Committee
Date of previous inspection	26 March 2015
Telephone number	01925 759445 07779 468 407

Statham Little Foxes was registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2000. It is situated in the Lymm area of Warrington. There are currently 76 children attending, of whom 32 are in the early years age group. The nursery employs 10 members of staff working with the children. Of these, seven hold appropriate early years qualifications at level 3 and above. The nursery is open from 7.30am until 6pm Monday to Friday, term-time only. The early years sessions are from 9am until 12 am and from 12 am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children. It also receives additional funding through the Early Years Pupil Premium.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

