

Lady Mount Pre-School Group



Ladymount RC Primary School, 9 Portal Road, Wirral, Merseyside, CH61 5YD

Inspection date 4 February 2016
Previous inspection date 21 March 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has not informed Ofsted of changes to committee members as required.
- The staff have a good knowledge of their key children's development. However, the manager does not have a clear overview of the assessment information to analyse or review the progress of different groups of children.
- Staff supervision sessions are not sufficiently robust. These sessions are not always used effectively to monitor and strengthen staff practice to help children make the best possible progress.

It has the following strengths

- Disabled children and those with special educational needs are supported well. Key persons implement effective plans and liaise with parents and other professionals to ensure individual needs are met.
- Staff work in partnership with parents and schools to ensure that children's learning and development and emotional and physical needs are met. This helps children when they start at the pre-school and when they move on to school.
- The manager and staff use additional funding effectively to support individual children.
- Self-evaluation is good and clear action plans are in place. The views and ideas of children, staff and parents are taken into consideration and used to make improvements. Staff are pro-active and committed to delivering a high level of care and learning opportunities to children and they strive for continuous improvement.

What the setting needs to do to improve further

To meet the requirements of the Childcare Register the provider must:

Due Date

- ensure that Ofsted is informed of the name, date of birth, address and telephone number of all members of the committee 29/02/2016

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

- make better use of information from assessments to check the progress made by different groups of children to ensure that any gaps in their learning are quickly closed
- extend the systems for monitoring and strengthening teaching even further to help children make best possible progress.

Inspection activities

- The inspector had a tour of the pre-school and observed experiences for children, both indoors and outdoors.
- The inspector held a meeting with the manager, the provider and a committee member.
- The inspector checked the evidence of suitability and qualifications of staff.
- The inspector looked at children's learning journeys and assessment documentation.
- The inspector spoke to parents and their views were taken into account.
- The inspector conducted a joint observation with the manager and discussed action plans.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The manager and staff have sufficient knowledge of keeping children safe from harm when in their care. However, the provider does not have a thorough understanding of the welfare requirements for informing Ofsted of changes to the committee members. This has a minimal impact on children because the new committee members were previously volunteers at the pre-school or involved with the adjoining school and have all had suitability checks. Staff regularly receive support through supervision meetings. Nonetheless, these sessions are not fully effective in helping staff to strengthen their practice and continue to improve the outcomes for children. The manager and staff have a good understanding of the learning and development requirements and continually track and assess children's development. However, this information is not yet used to analyse or review the progress of different groups of children to ensure that any emerging gaps in their learning are quickly closed.

Quality of teaching, learning and assessment is good

Observations, assessment and planning are thorough. Staff include the input from parents and this effectively supports children's learning at home. The environment is well planned. It focuses on children's interests and supports the next stage of children's learning. This contributes to children being motivated, focused and excited to learn. The quality of teaching is good. Staff use a variety of teaching strategies to support children's individual learning styles. Staff skilfully extend children's understanding of mathematical language by linking it into their play experiences. For example, they talk about different shapes and numbers and include counting. All staff effectively support children's language, communication and understanding through the use of good explanations, questioning and repetition. This gives all children, including those with English as an additional language, the opportunities to effectively communicate their knowledge, ideas and needs.

Personal development, behaviour and welfare are good

Children are very happy in the pre-school. They smile, chatter and enjoy spending time exploring their surroundings. Staff have good relationships with children and their well-being is supported. Children demonstrate good independence skills, relative to their ages. One example of this is when they independently manage snack time by collecting beakers, pouring their own drinks and tidying away after themselves. Staff are good role models and give children instructions and demonstrate clear expectations. This helps children to understand the behaviour that is expected and they are considerate of each other and the environment. Children learn about their local community that they live in. Amongst other things they visit places of interest and people who work locally visit the pre-school, such as the local librarian and police officers.

Outcomes for children are good

All children make progress in relation to their starting points. They gain confidence and the relevant skills required for their future learning and their move on to school.

Setting details

Unique reference number	306417
Local authority	Wirral
Inspection number	864856
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	35
Number of children on roll	45
Name of provider	Ladymount Pre-School Committee
Date of previous inspection	21 March 2012
Telephone number	0151 648 8005

Lady Mount Pre-School Group was registered in 1984. The pre-school opens Monday to Friday during school term time. Sessions are from 8.50am until 11.50am and 12.15pm until 3.15pm. The pre-school employs seven members of staff. Of these, five hold appropriate early years qualifications ranging from level 3 to level 6. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs. It also supports children who speak English as an additional language.

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