

Lytchett Matravers Pre-school Ltd



Lytchett Pre School, 91 Wareham Road, Lytchett Matravers, Poole, Dorset, BH16 6DY

Inspection date	24 March 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff promote children's communication development particularly well. For example, they use small groups to develop children's language and work closely with other professionals to develop children's communication skills.
- Children show a mature respect for others. For example, they learn the boundaries and expectations through well-planned activities and effective guidance from staff.
- Staff build positive relationships with parents. They are fully involved in all aspects of their children's time in the setting. For example, staff complete home visits. They provide activities for parents to support their children's learning at home, such as helping their children to write a diary about the cress they are growing.
- Children enjoy healthy and nutritious snacks and meals. They talk about healthy options and understand about foods that are good for us.
- Staff provide a good range of activities tailored to children's individual interests to help them make good progress in all areas of their learning.
- The management team provides effective support for staff and encourages further training to promote their continued professional development and extend their teaching skills further.

It is not yet outstanding because:

- At times, staff do not consistently prioritise the key next steps for all children during some activities.

What the setting needs to do to improve further

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

- develop a more consistent approach to prioritising the next steps for children's development.

Inspection activities

- The inspector observed children and the quality of teaching in the playrooms and in the garden.
- The inspector spoke to staff, children and parents on the day of the inspection to gain their views.
- The inspector looked at children's learning, planning documents and parental involvement.
- The inspector checked the evidence of the suitability and qualifications of staff working with the children, and the provider's procedures for evaluating their practice.
- The inspector completed a joint observation with the manager and discussed the findings.

Inspector

Lorraine Sparey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff implement effective procedures to keep children safe. They place a high priority on enabling children to take controlled risks. They are clear on the procedures they will follow in the event of a concern with a child's welfare. The management team implements effective methods to monitor and evaluate the provision. It involves staff, parents and children to make sure everyone's views are valued. There are good procedures to monitor children's educational progress across all areas of learning. Rigorous and robust recruitment and vetting enable management to make sure that staff have the skills and qualifications to meet children's needs. There are good methods to work in partnerships with other early years professionals to support children in the pre-school to reach their full potential.

Quality of teaching, learning and assessment is good

Staff use effective methods to engage children in a wide range of well-planned activities and learning opportunities. This includes inviting visitors to the group to enhance children's learning with real experiences. For example, a local farmer provides children with opportunities to observe how eggs hatch into ducklings. Staff complete regular observations and assessments and, in general, use this information well to plan the next stages in children's learning. They involve parents and encourage them to comment about what their children are doing at home. Staff work well together as a team and the successful key-person system means that children have a member of staff that works closely with them.

Personal development, behaviour and welfare are good

Children build good relationships with staff and the other children. Staff are positive role models and use good methods to support children in learning how to respect and value others. Children learn about other cultures and faiths through well-planned activities. They receive support from staff and use a wide range of equipment safely. Staff help children to take controlled risks. For example, children confidently talk about wearing safety goggles when using hammers, nails and saws.

Outcomes for children are good

Children make good progress in all areas of their learning. They are confident and independent learners who enthusiastically make choices in their play. For example, children use real kitchen equipment, fruit and other ingredients to explore making pancakes for themselves. Children show high levels of concentration as they play a matching game and are keen to help each other find the specific cards they need. Children are well prepared for the move to school.

Setting details

Unique reference number	EY480808
Local authority	Dorset
Inspection number	985465
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 - 8
Total number of places	50
Number of children on roll	104
Name of provider	Lytchett Matravers Pre-school Ltd
Date of previous inspection	Not applicable
Telephone number	01202 623915

Lytchett Matravers Pre-school Ltd registered in 2014. It operates from purpose built premises in the grounds of Lytchett Matravers Primary School, near Poole, Dorset. Pre-school sessions for children aged from two to five years are from 9am to 3.30pm during school term times. There is a term-time breakfast club open from 7.45am to 9am and an afternoon out-of-school club from 3.30pm until 6pm. There are 19 members of staff employed to work with the children. There is one member of staff who is an Early Years Teacher, two members of staff hold qualifications at level 6, one at level 5, four at level 4, nine at level 3 and one at level 2.

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