

Locking Stumps Pre-School

The Village Room, Glover Road, Birchwood, WARRINGTON, WA3 7PH

Inspection date

9 May 2016

Previous inspection date

16 December 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

- The manager and her committed team show a strong focus and passionate drive to provide high-quality care and education for the children. They have worked systematically to drive improvements since the last inspection. All actions raised at the last inspection have been met and outcomes for children have improved.
- The quality of teaching is good. Children are eager and motivated to learn. Staff are very skilled in planning for children's individual needs and interests, ensuring that they make good progress. This includes children who have special educational needs or disability and those who speak English as an additional language.
- Parents are fully involved in their child's learning and share information about their ongoing learning and achievements at home. Information provided to parents helps them to understand how their children are doing in relation to their age and how to help them to progress further. Parents are very complimentary about the pre-school.
- Staff attend regular training to support their professional development and enhance their knowledge and practice. As a result, children benefit from improved experiences delivered by highly qualified and experienced staff.

It is not yet outstanding because:

- Children's individual progress is tracked effectively. However, methods to monitor the progress of different groups of children are still in their infancy.
- The management team has not yet fully developed the two-way exchange of information with other providers when children attend more than one setting.

What the setting needs to do to improve further

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

- strengthen the monitoring of children's progress to include different groups of children, in order to provide further information about the effectiveness of the overall learning programme
- develop further the partnerships with other early years providers to help promote even better continuity in children's learning and development.

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

Karen Cox

Inspection findings

Effectiveness of the leadership and management is good

The manager has a strong vision for improvement. She has a clear sense of purpose that is shared by the deputy and the staff team as a whole. The manager has implemented good procedures to supervise staff to provide a greater insight into individual staff's skills and preferences for training. The arrangements for safeguarding are effective. All staff fully understand their role in protecting children and are well trained in safeguarding issues and paediatric first aid. The manager has implemented a thorough system for self-evaluation that informs the pre-school's action plans, taking into account the views of staff, parents and children. The manager and staff team fully understand the importance of working together to close gaps in children's development. Staff liaise effectively with parents, external professionals and local schools. This supports quick and seamless interventions for children who require further support, promoting their good progress.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They deliver varied and imaginative play experiences for children to promote their learning. Children flourish in this warm and welcoming pre-school. Staff regularly observe children and effectively use these observations to plan individual next steps in their learning. Children delight as they wash a doll's clothes and peg them out to dry on the washing line. This helps to support them to develop their small-muscle skills in preparation for future writing. Older children write shopping lists for the 'barbeque' they have built in the garden. Children enjoy creative experiences as they use junk to construct models. Staff support them to become confident communicators. They ask questions about what children are doing, introduce new vocabulary and extend sentences with descriptive language.

Personal development, behaviour and welfare are good

Children show consideration towards each other and form strong friendships. They are well behaved and polite. Children follow the pre-school rules well and know that these are in place for their own safety. Children are happy and content during their time at the pre-school. They have developed secure, emotional attachments with staff, who respond quickly to their individual needs. Staff are positive role models for the children and have high expectations of them. Staff teach children about the wider world around them. For example, they enjoy tasting different foods and visits made to the pre-school by people who help them in their local community. Children take part in very good outdoor experiences that support their physical well-being effectively. They learn about good hygiene practices and leading healthy lifestyles.

Outcomes for children are good

All children, including those who receive additional funding, make good progress. Children acquire the skills needed for the move on to school. They are eager and enthusiastic learners. Children confidently make decisions and select their own activities. They demonstrate a positive attitude towards learning and gain self-confidence, independence and good social skills.

Setting details

Unique reference number	315212
Local authority	Warrington
Inspection number	1035146
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	16
Number of children on roll	26
Name of provider	Birchwood Pre-School Committee
Date of previous inspection	16 December 2015
Telephone number	01925 819076 option 4

Locking Stumps Pre-School was registered in 1982. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. The pre-school supports children who have special educational needs or disability and those who speak English as an additional language.

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