

New Lodge Pre-School

New Lodge, Wigan, WN1 2ND



Inspection date

9 May 2016

Previous inspection date

7 October 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
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 ensured that suitability checks have been completed for all of the committee members.
- The manager does not always use observations of teaching as effectively as possible to inform performance management targets for staff and to best support their professional development.

It has the following strengths

- The manager and staff are committed to delivering a high-quality provision and they strive to give children the best start.
- Children's learning is facilitated beyond the pre-school. Staff have built excellent relationships with other settings that children attend. Parents are kept well informed about their children's learning and development and staff work closely with them, helping them guide their children's learning at home.
- Staff gather comprehensive information from parents when a child starts to attend. They use this to support their thorough assessments of children's development levels on entry.
- Effective partnerships with external agencies are in place and children are well supported if they have any gaps in their learning.
- Children are happy and confident learners who are keen to participate. They respond well to staff and show good levels of engagement.
- Children share strong emotional attachments with staff and feel secure in their surroundings. Settling-in procedures are highly effective and staff help children feel at ease.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure that suitability checks have been completed for all of the committee members.	30/05/2016

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

- enhance procedures for staff supervision, in order to focus even more sharply on developing the quality of teaching to the highest level.

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 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 some parents during the inspection and took account of their views.
- The inspector held a meeting with the pre-school manager and local authority advisor.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The manager ensures that unchecked individuals are not allowed any unsupervised access to children. All staff hold enhanced Disclosure and Barring Service checks. However, not all committee members have undergone thorough suitability checks. Staff show high regard for the pre-school's clear procedures to keep children safe while indoors and outside. Effective risk assessments are in place and staff undertake detailed daily checks of the environment. The manager gathers the views of staff, parents and children and uses assessment information about children's progress to inform the pre-school's self-evaluation. Staff supervision is, generally, in place and staff observe each other's practice. Training is undertaken by all staff, however, this is not yet precisely focused or linked to the observed performance of staff. The manager has established effective processes to record and analyse children's progress.

Quality of teaching, learning and assessment is good

Staff know children well and understand what they need to help them progress. Staff frequently discuss children's development and they provide challenging experiences to meet their next steps in learning. Children are well supported in getting ready for school. Staff provide an effective balance of free-choice play and more structured adult-led experiences. Children are asked a good range of open and closed questions to encourage their active learning. Staff are skilled in linking learning to children's own experiences to prompt their thinking. Children's communication and language skills are well supported by good teaching strategies. This is particularly beneficial for children with speech difficulties. Staff use all opportunities to teach children about mathematics. For example, children routinely engage in counting as they line up for outdoor play.

Personal development, behaviour and welfare require improvement

The weakness in leadership and management has contributed to this judgement. Children behave well for their age. Staff remind children to take turns and they provide plenty of experiences for them to practise their new skills. Children follow clear routines with confidence and they know what is expected of them. Staff use a variety of strategies to praise children for their effort and achievements and children develop high self-esteem. Children are motivated to manage some responsibilities and staff routinely encourage their independence. For example, at snack time children promptly lay the table and clear their own plates and cups away. Children are taught about healthy lifestyles and supported to develop healthy habits, such as brushing their teeth.

Outcomes for children are good

Children make good progress in their communication, language and literacy skills. This is especially evident when they enter the pre-school below expected levels of development. Children for whom the pre-school receives additional funding achieve well and funding is wisely spent to contribute to their learning. Parents comment that children make impressive progress in their confidence and independence.

Setting details

Unique reference number	EY294104
Local authority	Wigan
Inspection number	848804
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	36
Name of provider	New Lodge Pre-School Committee
Date of previous inspection	7 October 2011
Telephone number	01942 820 857

New Lodge Pre-School was registered in 2004. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens for half-day sessions each day, apart from Tuesday, when it opens in the morning only. Sessions are from 9am until midday and from 12.30pm until 3pm. Provision is made during the lunchtime period for children who wish to stay all day.

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