

# Walney Central Pre-School

The Old Police House, Central Drive, Walney Island, BARROW-IN-FURNESS, Cumbria,  
LA14 3HY



## Inspection date

Previous inspection date

9 September 2016

28 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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		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 failed to notify Ofsted of some committee members. A legal requirement to ensure that Ofsted are provided with the necessary details of each individual, so that suitability checks can be completed, has not been met.
- Systems for monitoring staff performance are not yet strongly directed to provide a sharper, more consistent focus on providing teaching that is of the very highest quality.
- On occasions during the newly established lunchtime routine, staff do not quickly identify when opportunities to promote children's ongoing learning are missed.

### It has the following strengths

- The quality of teaching is good. Staff are well qualified and have a good understanding of the different ways that children learn. Planning is centred around each child, their next steps and interests and helps to build on what children already know. This helps to ensure that all children make good progress in their learning and development.
- Partnerships with parents are good. Parents are kept well informed with regard to their children's progress and are encouraged to share what they know about their children's achievements at home. Staff support continuous learning through engaging ideas, such as shared photo stories, come-and-play weeks and home activity packs.
- Staff nurture children's emotional well-being very well. They allow time for children to initiate their own preferred key person so that close bonds are formed. Effective response methods, such as providing favourite toys, help to settle children on arrival. This contributes towards children being happy and assured.
- Managers and leaders aspire to improve. Inclusive self-evaluation values the views of staff, parents and children and aims to raise the quality of care and learning provided.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- ensure that Ofsted are provided with the necessary information to enable them to carry out the required suitability checks for all committee members who make up the organisation. 23/09/2016

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

- build on the established systems for performance management and focus more precisely on monitoring staff practice more rigorously and consistently, to enhance teaching practice to the very highest levels
- evaluate the impact of the organisation of the lunchtime routine to quickly identify where opportunities to enhance children's continued learning can be increased.

### Inspection activities

- The inspector had a tour of the areas of the pre-school.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector observed children during their freely chosen and routine activities both indoors and outside.
- The inspector held discussions with the provider, the staff and children throughout the inspection.
- The inspector examined a range of documents. These included evidence of suitability, a record of staff qualifications and training, self-evaluation documents, policies and procedures, health and safety documents and planning, observation and assessment records.
- The inspector took account of the views from parents spoken to on the day of the inspection.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a firm understanding of the procedures to follow to protect a child's welfare and provide safe areas for children to play, learn and develop. Recruitment procedures ensure that staff working directly with children are skilled and suitable. However, leaders have failed to notify Ofsted of some committee members. This means that the necessary suitability checks have not been carried out on all adults associated with the provision. That said, these committee members do not work directly with the children and are not involved in the recruitment of staff. Established performance management generally helps to highlight what staff do well and what needs to be improved. Staff are keen to develop their knowledge and skills through relevant training. However, regular appraisals of staff are not always consistently or rigorously applied, to provide a more precise focus on extending teaching practice to the very highest levels.

### Quality of teaching, learning and assessment is good

Staff have high expectations of children. They use a wide range of effective teaching techniques to engage, motivate and challenge children. Young children are confident to express their interest in playing with vehicles and things that move. They are intrigued by equipment, such as the water wall, closely observing the effects that running water has on objects that staff provide, such as boats and ducks. Older children readily engage in group times. They enjoy hearing the sounds that different instruments make and confidently engage in a guessing game to further enhance their listening skills. Children who have special educational needs or disability are supported well. Targeted programmes of support are swiftly implemented and there is good communication and information sharing between all those involved. Effective tracking swiftly identifies and supports any gaps in learning.

### Personal development, behaviour and welfare require improvement

The welfare of children is not wholly assured because members of the committee have not been thoroughly vetted through Ofsted. However, children are strongly valued. Their achievements are celebrated well through effective systems such as superstar awards. Early friendships are strongly promoted. Staff use a calm and sensitive approach to talk to children about the importance of helping each other when completing tasks such as tidying up. They encourage children to be active during their daily physical sessions to promote their good health. However after lunch, the routine is not always flexible enough to provide children with opportunities that fully enhance their independent learning.

### Outcomes for children are good

All children make good progress in their learning and development. Children who have special educational needs or disability demonstrate good listening skills. They show confidence in identifying letter sounds and use this good knowledge to complete tasks using technology. Young children are confident and assured. They demonstrate a desire to use their senses during play. Older children are respectful and tolerant, demonstrating the ability to take turns and listen to others. They enjoy completing tasks independently to develop good self-care skills. This prepares children well for what they need to learn next.

## Setting details

<b>Unique reference number</b>	317622
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1059572
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Walney Central Pre-School Committee
<b>Registered person unique reference number</b>	RP518372
<b>Date of previous inspection</b>	28 November 2012
<b>Telephone number</b>	01229 470 051

Walney Central Pre-School was registered in 1972. The pre-school employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 3 and 4. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs or disability.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

