

Natland And Oxenholme Preschool

Village Hall, Natland, Kendal, LA9 7QQ



Inspection date

22 September 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

- Leaders, managers and staff strive to provide the best possible care and education for all children. The well-qualified staff team effectively observes children at play. Accurate assessments help to inform plans that support and challenge children to make good progress in their learning and development.
- The manager works extremely closely with staff, parents and children to evaluate the quality of the pre-school. A clear vision and set priorities for development help to plan future improvements that benefit children and families.
- Partnerships with parents are excellent. The highly effective systems to involve parents in their children's learning are vast. There is a wealth of resources, topic bags, books and information leaflets available for parents to borrow. Parents are highly complimentary about the care and education provided.
- Support for children who have special educational needs or disability is extremely good. The manager and staff demonstrate a true commitment to working in partnership with other professionals. This helps to meet the needs of all children so that they make good progress in their learning and development.

It is not yet outstanding because:

- On occasions, the organisation of smaller group times for younger children is not planned sufficiently well to fully support and enhance their learning.
- At times, staff do not fully recognise all opportunities to encourage children to initiate conversations, talk about their experiences and enhance their social skills.

What the setting needs to do to improve further

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

- plan and organise smaller group activities more effectively, particularly for the younger children, and ensure they are more appropriately supported during these times
- make the most of occasions and opportunities to enhance children's already good communication and social skills so that they are extended to an even higher 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 manager.
- The inspector held a meeting with the manager and talked with staff, children, committee members and a number of parents, taking their views into account.
- The inspector looked at relevant documentation, such as the self-evaluation and evidence records for the suitability of staff working in the pre-school and also committee members.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures that all committee members and staff are suitably vetted, helping to keep children safe and well protected. She ensures that staff are well trained in safeguarding procedures. Staff demonstrate confidence in their knowledge of how to identify and report concerns concerning a child's welfare. Children's progress in learning is monitored closely. This includes an analysis of different groups of children, such as boys, girls and those children who are funded. This helps to identify gaps in learning and enable early intervention to be sought as necessary. Daily contact with staff, along with supervision sessions and appraisals, enables the manager to monitor staff performance. Training plans are used effectively to help staff improve their skills in teaching and improve outcomes for all children.

Quality of teaching, learning and assessment is good

The highly stimulating and well-organised environment is conducive to promoting active play and learning opportunities for all children. Children are heavily involved in planning their environment and choosing their preferred toys and equipment. Staff encourage children to try hard, persevere and focus as children explore and investigate different materials and equipment. Children take great delight in rolling balls down a channel and watching them land or bounce out of a container. Staff motivate them to try using different methods so that they learn through trial and error. Young children enjoy finding objects in a bag and learning the name of the objects. Older children's imagination is fostered as they play in the well-equipped sand kitchen. They say that they are making chocolate pie, sing happy birthday and pretend to blow out candles.

Personal development, behaviour and welfare are good

Staff know and understand their key children well. Children demonstrate strong attachments and staff are extremely sensitive in supporting them when they feel unwell or appear unsettled. This helps to effectively foster their emotional well-being. Children's behaviour is very good and staff effectively support them to manage their feelings and emotions. Children listen to others, take turns and share resources willingly. Their good health and physical well-being are promoted well. Staff encourage children to be independent. They learn good hygiene practices, such as washing their hands before meals. They are taught to recognise healthy food options, planting, growing, cooking and eating home-grown vegetables. Ample opportunities are provided for children to benefit from the outdoor environment. Regular visits into the local community enhance and extend children's understanding of the outside world.

Outcomes for children are good

All children make good progress, including those who have special educational needs or disability and funded children. Children have confidence and high self-esteem. They are gaining the skills and knowledge they require in readiness for school. Children develop early reading skills and an interest in books. They begin to recognise words and listen intently when stories are read aloud to them. Children use numbers as part of their everyday activities. They are self-motivated and show an eagerness to learn.

Setting details

Unique reference number	EY494963
Local authority	Cumbria
Inspection number	1033355
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	45
Number of children on roll	24
Name of registered person	Natland And Oxenholme Preschool
Registered person unique reference number	RP534993
Date of previous inspection	Not applicable
Telephone number	07973970724

Natland and Oxenholme Preschool was registered in 2015. The pre-school employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday on Monday, Tuesday, Wednesday and Friday. On Thursday, sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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