

Lincoln Gardens Pre-School Ltd

Lincoln Gardens Community Centre, Stow Road, Scunthorpe, DN16 2DY



Inspection date

6 October 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

- The managers demonstrate a strong commitment to continually raising the standard of care and learning for children. They gather feedback about the pre-school from parents and staff and value their contributions to the self-evaluation process.
- The managers have a robust procedure in place to monitor individual and groups of children's progress. They use this information to help key persons narrow any gaps in learning and to improve learning experiences for children.
- Staff observe children as they play and assess their progress and stage of development. They use what they know about the children to plan interesting and stimulating activities to help them make their next steps in learning.
- Staff help children develop a sense of belonging and to know about the routines of the day. For example, children have a designated space for their belongings and staff ring a bell before telling children that it is time to tidy up.
- Staff provide plenty of opportunities for children to develop their independence. For example, they encourage them to butter toast for snack and pour their own drinks.

It is not yet outstanding because:

- Although staff promote children's awareness of their local community, they do not provide them with enough experiences to learn about the wider world and cultural diversity.
- Staff do not consistently involve all parents in their children's ongoing learning and development to help them contribute to their good progress.

What the setting needs to do to improve further

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

- provide children with a greater variety of opportunities to extend their understanding of the wider world and cultural diversity
- involve all parents more fully in children's learning and development so they are able to contribute to the good progress children are making.

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 a pre-school manager.
- The inspector held a meeting with the pre-school managers.
- The inspector looked at relevant documentation, such as the pre-school's policies and procedures, training certificates 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

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Staff work closely with the schools that children will move on to. They talk to teachers about children's interests and care needs and share information about their learning and development. Teachers spend time with the children, which helps them to be aware of the new adult who they will be spending time with. Recruitment procedures for new staff are robust. The managers observe staff working with the children and support them through supervision meetings. Staff attend training, which has a positive impact on the quality of care and learning children receive. Arrangements for safeguarding are effective. The pre-school is securely maintained and risk assessments are implemented so that potential hazards are identified and minimised in all areas. Staff have a good understanding of the procedure to follow if they have concerns about a child's welfare. They work closely with outside agencies and share information to protect children from potential harm. Staff work closely with parents and other professionals to support children who have special educational needs or disability.

Quality of teaching, learning and assessment is good

Staff engage with children as soon as they arrive and support them in identifying what they would like to play with. Staff obtain information from parents when children first start. They use this information and their own observations to identify the starting points for children's learning. Staff help children to develop their vocabulary and to be aware of the texture of objects. They ask children to scrunch up leaves in their hands and describe how it feels. Children say that they are tickly. Staff weave mathematical language into children's play. For example, they ask children to compare the weight of pumpkins and encourage them to sing number rhymes. Children of all ages learn how to care for their environment.

Personal development, behaviour and welfare are good

Children develop strong emotional attachments with staff and enjoy playing alongside them. Children arrive at the pre-school happy and settle quickly. They behave very well. Staff help them to share, take turns and remind them to use good manners, particularly during mealtimes. Children benefit from daily opportunities to play outside. Older children develop their upper-body strength as they hold on to a rope to climb up a slide. Staff stand close by and offer support if needed. This helps children to have a great sense of achievement in their own abilities. They develop their balance and coordination as they confidently move across wooden beams and jump off the end. Staff provide a wide variety of resources for children to access independently, both indoors and outdoors.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points. They learn key skills needed for when they start school. Children are motivated and excited to learn. They explore the use of technology and push buttons on toy vacuum cleaners to switch them on. Children select their name card when they arrive and post it in a jar, developing their awareness of the letters in their name.

Setting details

Unique reference number	EY483300
Local authority	North Lincolnshire
Inspection number	999179
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	25
Name of registered person	Lincoln Gardens Pre-School Ltd
Registered person unique reference number	RP534121
Date of previous inspection	Not applicable
Telephone number	07935390617

Lincoln Gardens Pre-School Ltd was registered in 2014. The pre-school employs 11 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, three at level 5 and four at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 3.15pm, Monday to Thursday and from 9.15am until 12.45pm on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and those who speak English as an additional language.

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