

Pingawings Pre-School

Tunley United Reformed Church Hall, Mossy Lea Road, Wrightington, Wigan,
Lancashire, WN6 9RW



Inspection date

21 November 2016

Previous inspection date

20 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Overall, the quality of teaching is good. Staff have a thorough understanding of how children learn. They provide a broad range of activities and experiences which supports children to make good progress across all areas of learning.
- Children develop exceptionally strong emotional attachments with their key persons. Staff are caring towards the children and promote high levels of positive interaction with them throughout the day. This helps children to settle quickly into the pre-school and supports their emotional well-being.
- Children enjoy a safe, vibrant and highly challenging environment, where staff provide an excellent range of toys and resources. These are used extremely well to maximise children's learning.
- Partnerships with parents are, generally, strong. Parents receive regular feedback and summaries about their child's progress and development. They are well supported to guide their child's learning at home.

It is not yet outstanding because:

- Although the manager assesses the progress that individual children make, she has not yet made the best use of the information gathered to close any achievement gaps between different groups of children.
- Although staff seek information from parents about children's individual care needs when they first attend, they are less successful in obtaining detailed information about what children can already do on entry.
- The current system of continuous professional development for staff is not yet sharply focused to raise the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- make the best use of information gathered from assessments and ensure any achievement gaps between different groups of children are closing
- develop more effective ways to seek more detailed information from parents about what children know and can already do on entry
- extend the programme of continuous professional development that supports staff to raise the quality of teaching to an outstanding level.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the manager. She checked evidence of the suitability and qualifications of staff working with children, policies, procedures and the pre-school's self-evaluation.
- The inspector spoke to both children and staff, and observed play and learning activities within the main environment and the outdoor environment.
- The inspector took into account the views of parents and other early years providers spoken to on the day.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector had a tour of the premises.

Inspector

Alison Regan

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are vigilant in their supervision of the children and they are well deployed throughout the pre-school. Staff have completed specialist training to develop their awareness of child protection issues. For example, helping them to identify any children who may be at risk of harm. Staff know the procedures to follow if they have concerns about a child's welfare. The manager uses effective systems to evaluate the quality of the pre-school. She seeks the views of staff, children and parents to identify how further improvements can be made. The majority of staff are qualified and the manager carries out supervisions with staff to support them in their role. Overall, the manager encourages staff to attend training which has a positive impact on the quality of the pre-school.

Quality of teaching, learning and assessment is good

Staff make detailed observations of children's progress and use this information to plan purposeful activities to support their individual learning. These activities are well supported by staff. Staff are committed in their role and interact well with the children. They use a variety of teaching strategies to support and extend children's knowledge and discussions as they play. Mathematical skills are developing well through different activities where children learn to count and recognise numbers. Staff ask the children to vote for the story that they would like to listen to before snack time. Children count how many votes each story has and they work out the difference in votes between each story. This also helps to develop their problem-solving skills. Children enjoy playing with musical instruments and they listen to the various sounds they make. They enjoy following instructions from staff as they bang on the drums, slowly and then quickly.

Personal development, behaviour and welfare are good

Children are extremely happy and confident in the pre-school, which is warm, friendly and inviting. Children arrive eager and ready to learn, and they are happy to leave their parents or carers. From the moment they arrive they are familiar with the embedded routine. They confidently hang their coat up and they eagerly find their name to display on the board. Staff provide many opportunities for children to become independent and self-sufficient. Children help themselves to healthy snacks and they clear away after themselves. There are many opportunities for children to be physically active. They balance on beams, crawl through tunnels and they learn to manage their own risk when they use the slide.

Outcomes for children are good

All children, including those who receive funded early education, are making good progress. Children are confident learners who know how to communicate to express their feelings and thoughts. They fully understand what is expected of them and are learning to take responsibility as they eagerly help to tidy up the toys. Children show an interest in books and stories and they enjoy practising their early writing skills. All children are gaining vital skills to support them as they prepare to move on to the next stage in their learning and school.

Setting details

Unique reference number	EY333573
Local authority	Lancashire
Inspection number	1064861
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	32
Number of children on roll	32
Name of registered person	Pingawings Pre-School Committee
Registered person unique reference number	RP524187
Date of previous inspection	20 September 2013
Telephone number	07979 213113

Pingawings Pre-School was registered in 1985. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 8.30am to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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