

Lighthall Under Fives

LAYCA Community Centre, Stretton Road, Shirley, Solihull, West Midlands, B90 2RL



Inspection date	16 November 2016
Previous inspection date	10 December 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

- Staff are well qualified and experienced. They see each child as a unique individual and support them by taking account of their learning and developmental needs. Children make good progress in readiness for school.
- The indoor and outdoor play environments are stimulating and organised well. Resources are easily accessible and children make choices about what they would like to do. They happily play together with staff and other children.
- The staff team demonstrates a strong commitment to its work with the children. They work closely together and support each other to improve outcomes for children. Staff work closely with parents and other professionals to ensure that children benefit from a consistent approach in their care and learning experiences.
- Staff foster children's successful approach to learning through their own enthusiasm and positive interactions. They give all children the confidence to build on their existing skills and to try new things in a safe, supportive and inclusive environment.

It is not yet outstanding because:

- Staff performance management is not focused sharply enough on evaluating and strengthening the quality of teaching, in order to help children make rapid progress in their learning.
- Staff do not fully use the information gained from assessments to more regularly track the progress made by different groups of children.

What the setting needs to do to improve further

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

- strengthen the performance management arrangements for staff and focus more precisely on further enhancing the quality of teaching
- make even better use of information gained from assessments and more frequently check the progress made by different groups of children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the policies and procedures, planning and assessment files and evidence of the suitability of all staff.
- The inspector completed joint observations with the manager.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are fully aware of their responsibility to protect children from harm. They are familiar with the procedures they should follow to report any concerns they may have. Staff monitor the physical environment to ensure that any potential hazards are minimised. The manager works closely with the key person to monitor children's individual progress so that any gaps in their learning are quickly addressed. Overall, regular supervision meetings for staff enable the manager to offer support and guidance, and identify training to improve the experiences offered. Self-evaluation processes work well. Staff contribute to changes and are actively involved in reviewing the provision to benefit the children's learning. The manager has built a close-knit team and has established trusting relationships with parents. This contributes effectively to children's well-being in the nursery.

Quality of teaching, learning and assessment is good

Staff provide children with a broad and stimulating range of activities which keeps them motivated and interested. Children's emerging language is well supported. Staff encourage children to repeat sounds and words. They reinforce learning with lots of repetition, such as counting during activities. They use visual aids and gestures, along with words and simple instructions, to help support children with special educational needs or disabilities. Children thoroughly enjoy singing their favourite songs. Their imagination is further sparked as they watch their favourite stories on an interactive whiteboard. Staff constantly praise children, which helps to keep them engaged for longer. Children have many opportunities to recognise letters and they are beginning to make sense of words in the print-rich environment. They learn to use different tools. They mix dough when making cookies and scoop sand and water.

Personal development, behaviour and welfare are good

The nursery is warm and welcoming with a wide range of resources to enable children to select activities for themselves. Children's personal, social, and emotional development is supported very well. Staff work closely with parents to ensure that settling-in sessions are carefully planned so that each child's individual needs are fully met. This helps to reassure parents and children settle quickly. Staff are good role models and continually praise and encourage children. Children behave well. They learn to value, respect each other and play cooperatively. Staff actively teach children about the world around them and provide many hands-on experiences, discussions and stories. They support children well as they move on to school and they share detailed information with staff in other settings.

Outcomes for children are good

All children, including those with special educational needs or disabilities, are making good progress from their different starting points. They are successfully gaining the skills needed for their individual next stage in learning and their move on to school. Children are confident and keen learners. They learn to play safely and to take controlled risks within their play. They are good communicators and develop positive friendships with staff and their peers.

Setting details

Unique reference number	250084
Local authority	Solihull
Inspection number	1063802
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	25
Number of children on roll	42
Name of registered person	Lighthall Under Five's Playgroup Committee
Registered person unique reference number	RP520083
Date of previous inspection	10 December 2013
Telephone number	0121 744 5128

Lighthall Under Fives was registered in 1994. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The setting opens on Monday to Friday and term time only. Sessions are from 8am until 4pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs or disabilities.

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