

Portico at West End

West End Primary School, Grimshaw Lane, ORMSKIRK, Lancashire, L39 1PA



Inspection date	24 November 2016
Previous inspection date	17 January 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

- The recently appointed manager is a passionate, experienced and knowledgeable practitioner who focuses on providing high-quality care and education. She works closely with her area manager and well-qualified staff to help all children progress well.
- Staff use assessment well to plan activities and experiences which help children learn what they need to next. They encourage children to investigate and explore their surroundings, develop inquisitive minds and a love for learning.
- The manager encourages staff to be evaluative, reflect on and improve their practice. They seek the views of parents and children to help them plan for development. Parents feel valued, fully involved as partners in learning, well supported and informed about children's attainment and needs.
- Children form strong bonds with staff who know them very well and are highly sensitive to their needs. Staff celebrate children's uniqueness, encourage them to share their thoughts and ideas, and build their confidence. Behaviour is excellent.
- Staff work in strong and effective partnerships with schools, other settings, the local authority, health and education professionals to ensure children are well supported.

It is not yet outstanding because:

- Sometimes, during adult-led, group activities, staff do not ensure that children are ready and able to take part fully, before they start an activity.
- Although staff make detailed and accurate assessments of children's individual attainment, they are not yet making the very best use of this to help them make the most rapid progress possible.

What the setting needs to do to improve further

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

- review the organisation of adult-led group activities to ensure that, before starting, all children are fully engaged and ready to learn
- strengthen the use of assessment information to focus teaching even more closely on helping children make the best and most rapid progress possible.

Inspection activities

- The inspector had a tour of the setting.
- The inspector undertook a joint observation with the manager.
- The inspector observed children inside and outdoors and assessed the quality of teaching and learning.
- The inspector spoke to the owner, area manager, manager, staff, parents and children during the inspection.
- The inspector viewed a range of documents, including children's records, policies and procedures, training and development, staff qualifications, suitability checks, observations, assessments, planning and tracking records. She discussed self-evaluation and how this is used to drive improvement.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are vigilant as children play and the environment is kept free from hazards. Children learn to assess risks and keep themselves safe. They work with staff to check the outdoors is safe to use. Staff have an excellent understanding of their role to protect children from harm. They know the signs of abuse and neglect, and how to report concerns about a child's welfare or development. Staff use assessment and monitoring information to highlight gaps in children's learning and specific needs, which are quickly addressed. They value the expertise of other professionals and continually improve and develop their own knowledge. Professional development opportunities are focused well on the individual needs of staff and the needs of the setting. Good systems support safer recruitment, induction and supervision of staff.

Quality of teaching, learning and assessment is good

Children have an exciting range of experiences and activities planned for them by staff who understand their developmental needs and interests. Children quickly develop the confidence to try new learning experiences. Staff make very effective use of the inside and outdoor environments, to help children develop skills and knowledge across all areas of learning. They encourage children to recognise and talk about the seasons, weather and creatures as they walk to their outdoor woodland. Staff talk to children about safety and read signs on the way. This supports children's understanding that print carries meaning. At the wood they listen to stories about shadows and are inspired to look for and make shadows of their own. Inside, the youngest children sing songs, make marks and explore all sorts of sensory materials. Staff promote language development very well. They use a rich range of words to describe actions and objects as children play. This helps children to make sense of the world and become confident communicators.

Personal development, behaviour and welfare are good

Children and their families are warmly welcomed into the setting by staff. Parents share information about children's needs and learn about what they have been doing. Parents talk about the positive impact the manager has had on helping them to feel comfortable and well supported when children first start in the setting. Staff follow children's care routines, understand and celebrate their individuality. They help children to develop independence through play and routines. Staff encourage children to do things for themselves and become less reliant on adults. Children show enthusiasm as they are engaged in problem solving, decision making and helping with tasks, such as pouring drinks at mealtimes. Staff talk to children about how to make healthy choices and help them understand the importance of regular fresh air and exercise.

Outcomes for children are good

All children, including those in receipt of funding, make at least good progress. They have access to a range of interesting literature, develop a love for books and a desire to read. Children learn to understand and follow rules and routines, show consideration for others and take responsibility for their actions. They build strong friendships, recognise and appreciate similarities and differences, and are very well prepared for school.

Setting details

Unique reference number	EY446381
Local authority	Lancashire
Inspection number	1065909
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	68
Number of children on roll	51
Name of registered person	Portico Day Nurseries Ltd
Registered person unique reference number	RP900806
Date of previous inspection	17 January 2013
Telephone number	01695 571757

Portico at West End was registered in 2012 and privately owned. It is based in West End Primary School in Ormskirk, Lancashire. There are six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The manager holds an appropriate early years qualification at level 5 and the deputy manager holds early years professional status. The setting is open Monday to Friday from 7.30am to 6pm, all year round and provides funded early education for two-, three- and four-year-old children.

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