

# Lantern Preschool

Redland Parish Church Hall, Redland Green Road, Bristol, BS6 7HE



## Inspection date

20 January 2017

Previous inspection date

9 December 2010

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 leader and staff regularly evaluate and review all areas of the pre-school. They use the views of the parents and children to identify strengths and weaknesses, to help make changes that will benefit the children. For example, a grant has recently enabled them to develop the outdoor space to extend children's learning experiences.
- The staff regularly assess and monitor the children's good progress. They plan suitable activities to challenge the children's thinking, to help develop their ideas and to progress their learning further.
- The leader and staff are good role models. They help the children to consider the feelings and emotions of others, to support them to manage their behaviour appropriately.
- Children get a good understanding of diversity and learn about the wider world. For instance, they celebrate cultural events and learn about the beliefs and celebrations of people from backgrounds different to their own.

### It is not yet outstanding because:

- Staff do not make the best use of time available for children to play, to enable them to complete play and activities to their own satisfaction.
- Children do not consistently have the opportunity to develop their independence and take responsibility for tasks they can manage themselves.

## What the setting needs to do to improve further

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

- review changes in the routine to allow children uninterrupted time, to enable them to follow through their chosen ideas and activities
- encourage children to manage all tasks that they are capable of independently, in preparation for starting school.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.

### Inspector

Victoria Nicolson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The leader and staff have a good understanding of the procedures that they should follow if they have concerns about a child's welfare. The leader uses a robust recruitment and vetting procedure to ensure that all staff and volunteers are suitable to work with children. The leader and staff reflect on their practice regularly, and identify and target areas for improvement. For example, recent training has enhanced staff's skills in supporting children with their language and communication skills. Partnerships with parents are effective and provide consistency for children. Parents are well informed about their child's learning and they are happy with the care that their children receive.

### Quality of teaching, learning and assessment is good

Staff know the children well and have a good knowledge of how children learn. They use their observations and assessments to plan effectively for children's next steps in learning. The quality of teaching is consistently good throughout the pre-school. Staff model language and support the children with their understanding well. For example, staff helped children to understand how ice becomes water by talking through and demonstrating the process. Children were fascinated and motivated to explore further. Children have opportunities to develop their imaginations alongside their physical skills. For example, they enjoyed making 'ice creams' while moulding the sand. Staff plan exciting trips that meet the children's interests. For example, an interest in horses led to a trip to the stables to meet some real horses, consolidating children's learning.

### Personal development, behaviour and welfare are good

Children are happy and secure; they develop good relationships with the staff and their peers. Staff work closely with parents to raise children's self-esteem. For example, they share and celebrate the children's achievements at group times. Children behave well and are considerate of each other. Children are imaginative and enjoy acting out their chosen roles in play, confidently involving staff and other children in their games. For example, as children pretended to be dogs, staff supported their ideas and extended their learning, encouraging them to think about the needs of a pet. Children develop an understanding of healthy lifestyles. They enjoy regular fresh air and exercise in the outdoor area.

### Outcomes for children are good

Children are motivated and keen to learn. They develop good early literacy skills. For example, they learn to recognise how their names are spelt and attempt to sound out letters to form words. All children, including those with English as an additional language, make good progress. Children develop skills that will support them with the next stage of their learning. For example, they learn to concentrate, listen and follow instructions well.

## Setting details

<b>Unique reference number</b>	107085
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1033370
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Lantern Preschool Committee
<b>Registered person unique reference number</b>	RP905017
<b>Date of previous inspection</b>	9 December 2010
<b>Telephone number</b>	0117 9464699

Lantern Preschool was established in 1989 and registered in 1994. Sessions operate each weekday from 9.15am to 12.15pm, during school term time. A team of three staff work with the children, two of whom hold appropriate early years qualifications; one at level 6 and one at level 4. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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