

New Lodge Pre-School

New Lodge, Wigan, WN1 2ND



Inspection date	8 February 2017
Previous inspection date	9 May 2016

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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

- Care practices promote the well-being of all children, irrespective of the complexity of their needs. Children settle quickly, forming secure emotional attachments with staff that enable them to be happy and motivated to learn.
- Teaching is good and sometimes excellent. Children's learning is monitored in detail, enabling staff to identify where progress is weaker and to address this quickly. Levels of challenge are accurately matched to children's learning needs, including for teaching in literacy, promoting their good progress.
- Children who have special educational needs and/or disabilities, children who speak English as an additional language and those who receive additional funding make good progress. Partnerships with other agencies to help secure additional support for children and their families are effective.
- Parents contribute what they know about children's learning from the outset to help staff plan for their children's good progress. They receive regular updates about their children's achievements and are supported to be directly involved in their children's learning, including in literacy.
- The manager has ensured that all committee members are suitably checked. Reflection on practice has been of sufficient depth to return the provision to a consistently good standard.

It is not yet outstanding because:

- There is scope to improve the use of information to help decide how any additional funding should be best deployed and further enhance children's good progress.
- The systems for coaching and mentoring staff lack the very high level of precision that contributes to building consistently excellent practice.

What the setting needs to do to improve further

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

- refine the precision of information used for deciding the best possible ways for deploying additional funding, and further enhance children's current good progress
- build on and evaluate the impact of the recently improved systems for coaching individual staff towards even better practice.

Inspection activities

- The inspector viewed the pre-school premises.
- The inspector observed the quality of staff practice during activities and assessed the impact this has on children's play and progress.
- The inspector completed two evaluations of teaching with the manager.
- The inspector looked at relevant documentation related to the provision for children's welfare, progress and activities. This included evidence of checks on the suitability of those working in or associated with the pre-school.
- The inspector and provider discussed the ways in which the provider, managers and staff reflect on the quality of provision. The inspector spoke to staff and children as appropriate.
- The inspector spoke to three parents and a representative from the local authority to gain their views about the pre-school.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff and the manager have a secure understanding of the pre-school's policies and procedures to help promote children's welfare and report any concerns. Procedures for recruitment and checking of the persons associated with the provision are robust, helping to protect children's welfare. Parents' views and those of others, including the staff, are sought to help inform continuous improvement in the quality of provision. Children's views are also used, helping them to understand that these are respected. Regular access to professional development opportunities enables staff and managers to build on the skills and knowledge gained from their qualifications. Staff are encouraged to work towards qualifications at level 3 or above to help maintain a high standard of care and teaching.

Quality of teaching, learning and assessment is good

Resources are highly accessible and children decide what they want to play with and find what they need independently. Staff make effective use of children's interests to further their concentration and extend their thinking. Children delight in building a tower of large soft bricks and count the height with staff as they build. Staff encourage children to estimate how many more bricks are needed to reach the ceiling. Children enjoy choosing from a variety of materials of different textures and properties and explore their creativity. They shape dough and sand and use paint and other media to make marks. Teaching of letters and sounds is well matched to children's individual needs. Children listen closely to sounds then identify the object used to make them. They accurately find letters in their environment that match sounds they are learning.

Personal development, behaviour and welfare are good

Children demonstrate high levels of control over their feelings and behaviour. Staff act as very good role models to help children learn to be kind to others and use good manners. They implement simple rules to help children learn to manage their safety and encourage them to think about possible consequences of their actions. Children enjoy a variety of activities to help them develop confidence and coordination while taking small well-managed risks. They crawl through tunnels and climb steep slopes to use the slide. Teaching to encourage children to develop a positive awareness of diversity is good. Children have access to many images that reflect diversity in the local and wider community. They enjoy a wide range of activities to learn about festivals and events celebrated by their peers in the pre-school. Staff make effective use of children's talk during their play to challenge any stereotypical thinking.

Outcomes for children are good

All children make good progress from their starting points towards gaining the skills and attitudes needed for school or their next stage in learning. They are confident and motivated to participate in activities. Children learn routines that promote their good hygiene, as well as learning the basis for maintaining a healthy lifestyle. They show respect for others, including taking turns and sharing resources. Children demonstrate good progress in developing listening skills and in concentrating on tasks.

Setting details

Unique reference number	EY294104
Local authority	Wigan
Inspection number	1052776
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	30
Number of children on roll	34
Name of registered person	New Lodge Playgroup Committee
Registered person unique reference number	RP525025
Date of previous inspection	9 May 2016
Telephone number	01942 820 857

New Lodge Pre-School was registered in 2004. The pre-school opens for two sessions each day during term time, apart from on Tuesdays, when it opens for the morning session only. Sessions are from 9am until 12pm and from 12.30pm until 3pm. The pre-school employs six members of staff. Of these, four hold relevant qualifications at level 3 or above, and one holds level 2. The pre-school provides funded early education for three- and four-year-old children.

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