

# Lawn Pre-School

c/o Lawn Primary School, Cleeve Lawn, Swindon, SN3 1LE



## Inspection date

8 May 2017

Previous inspection date

25 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager and staff know all children extremely well. They provide a wide range of stimulating and exciting learning opportunities. Children are confident to explore. They make good progress from their initial starting points.
- The manager and staff are good role models and very polite to children. They set consistent expectations for children's behaviour and help them negotiate and resolve any conflict. Children know to be kind, share and build friendships with each other.
- Partnerships with parents are good. The manager and staff share information with parents about children's learning and how this could be supported at home. Parents comment that they value and appreciate the guidance, and support, they receive.
- The manager leads the staff team well. She implements evaluative improvement plans, and has addressed the recommendations raised during the last inspection. She has maintained good quality teaching and children's good outcomes.

### It is not yet outstanding because:

- At times, some staff do not recognise opportunities to extend children's early interests in mathematical language and concepts to the highest possible level.
- On occasions, some adult-led routines and activities are overly directive, which sometimes causes children to become distracted and lose concentration.

## What the setting needs to do to improve further

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

- support staff in recognising the opportunities that arise to further extend children's early interests in mathematical language and concepts to the highest levels
- refine the organisation of some daily routine activities to ensure that every opportunity is used to engage children in purposeful learning experiences.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, accident and incident records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the chair of the committee and the pre-school manager.
- The inspector undertook a joint observation with the pre-school manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection, and from written parental feedback.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff keep up to date with child protection legislation. They have a good understanding of the procedure to follow should they have any concerns about a child's welfare. Furthermore, the manager implements rigorous recruitment and induction procedures to ensure all staff are suitable for their role. The manager monitors and tracks all children's progress. Any emerging gaps in learning are identified and closed quickly. The manager monitors staff performance well. For example, staff have regular one-to-one sessions and meetings, to help evaluate the impact of their teaching. The manager and staff are well qualified. They undertake a range of development opportunities to enhance their knowledge and skills. For instance, through targeted training, staff have increased their understanding of how children's brain development links to their play. The manager has developed good links with other professionals and local schools, to support continuity in children's learning.

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

Staff regularly observe and assess children's development. They use this information to plan for children's next steps in learning. Staff support children's communication and language skills well. For example, they engage children in conversations, build on and extend vocabulary, and introduce new words, such as 'lava' and 'volcanic'. Staff encourage children to test out their design skills. For instance, children use props to build houses and wigwams. They are excited as they experiment with sound and vibration using a range of metal materials. Staff teach children to be imaginative in their play. For example, children delight in being the teacher in their role-play school. They make sand soup and extinguish pretend fires. Children develop an interest in technology. They learn to use cameras and complete age-appropriate programs on the computer.

### Personal development, behaviour and welfare are good

Children enjoy their time in the pre-school. They have secure attachments with their key persons and develop a sense of belonging. Staff teach children to make healthy choices. For instance, they offer healthy snack options and children follow good hygiene routines. Children enjoy daily outdoor play. They enjoy taking calculated risks, for example, as they climb and balance outside. Children celebrate a range of festivals, such as Diwali. They learn about similarities and differences, and the customs and beliefs of others.

### Outcomes for children are good

Children gain key skills for the next stage in their learning and eventual move on to school. They are confident, sociable and become increasingly independent. Children's literacy skills are developing well, for example, most children recognise familiar words in text, write their name accurately and use letters and sounds as they play.

## Setting details

<b>Unique reference number</b>	109046
<b>Local authority</b>	Swindon
<b>Inspection number</b>	1089028
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Lawn Pre-School Committee
<b>Registered person unique reference number</b>	RP518184
<b>Date of previous inspection</b>	25 March 2015
<b>Telephone number</b>	01793 613504

Lawn Pre-School was registered in 1976. It operates from within the grounds of Lawn Primary School in Swindon, Wiltshire. The pre-school is open term time only from 8.50am to 2.50pm Monday to Wednesday, and from 8.50am to 11.50am on Thursday and Friday. There are 14 members of childcare staff, of these 13 hold appropriate qualifications between level 2 and level 5. The pre-school receives funding for the provision of free early education for three and four year old children.

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