

Walney Central Pre-School

The Old Police House, Central Drive, Walney Island, BARROW-IN-FURNESS, Cumbria, LA14 3HY



Inspection date

4 July 2017

Previous inspection date

9 September 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Safeguarding children and fostering their emotional well-being take high priority. Managers and staff follow policies and procedures stringently, and these are reviewed regularly. This contributes to a safe and secure environment for all children.
- Children who have special educational needs and/or disabilities are supported exceedingly well. Staff work closely with a range of professionals to ensure that the needs of children are effectively met.
- Staff are well qualified. They use their skills and experience to successfully observe, assess and plan stimulating and exciting opportunities that interest children and ignite their curiosity. Children make good progress in their learning and development.
- Staff's confidence in managing children's behaviour is high following extremely effective support from managers and other professionals. Children's behaviour is exceptionally good in relation to their individual needs and stages of development.
- Partnerships with parents are very strong. Parents are highly appreciative of the support provided and are kept well informed of their children's progress. Parents value the links made to promote continuity in care and learning.

It is not yet outstanding because:

- On occasions, staff intervene in children's play when it is not necessary and sometimes ask questions in quick succession, suppressing children's thinking time.

What the setting needs to do to improve further

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

- support staff to reflect more on when to intervene in children's play and provide children with more time to think and formulate answers to questions.

Inspection activities

- The inspector had a tour of the premises and spoke with children and staff throughout the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and chair of the committee. She looked at relevant documentation, discussed self-evaluation and checked evidence of the qualifications and suitability of staff and the committee.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers successfully reflect on and improve practice. The committee and managers have addressed all actions and recommendations set at the previous inspection. Managers provide staff with regular supervisory meetings and professional development support. Staff value continuous professional development opportunities and share good practice and new knowledge with each other. This has a positive impact on outcomes for children. Safeguarding is effective. The manager undertakes vetting checks on staff to help ensure they are suitable to work with children. Staff have a good knowledge of safeguarding practices and are clear about the reporting procedures to protect children.

Quality of teaching, learning and assessment is good

Managers' monitoring of children's progress is effective. Staff carefully plan activities to help all children reach the next stage in their learning. They effectively teach children early mathematical skills. Older children take delight in adding up the number of boys and girls in attendance that day. They learn to recognise numerals and mathematical signs. Staff successfully build on children's experiences from home. For example, children develop their imagination as they play and talk about visiting festivals and going camping. Staff provide lots of sensory experiences for younger children, such as using rice, flour, sand and dough. Children take pleasure in exploring materials that they can manipulate and mould. Staff effectively promote good listening skills. For instance, they encourage children to handle and feel uncooked rice in a tray and comment on the sound it makes. Children's comments include, 'It sounds like rain'.

Personal development, behaviour and welfare are outstanding

Staff know children extremely well and are highly responsive to their needs. They know immediately when children need emotional support and use highly skilled strategies to provide this. Staff make creative use of the available space indoors and outdoors. Children are excited and eager to explore all areas and activities. They benefit from fresh air and exercise, and successfully develop and extend their physical skills. For example, older children play excitedly in the rain outdoors. They enjoy sweeping up puddles and collecting rain in buckets from the gutter. Children have extensive opportunities to learn about making highly nutritious food choices. For example, staff use the mealtime routine as a good opportunity to talk about food and healthy eating.

Outcomes for children are good

Children make good progress and any gaps in learning are closing rapidly. They are acquiring the skills needed in preparation for their next stage in learning, such as moving on to school. Older children acquire good literacy skills. They recognise the sounds of letters and can name other words beginning with the same sound. Children are polite and respectful. Younger children are learning to share, take turns and deal with their emotions. Older children look after each other, take responsibility and are developing excellent social skills. Children are self-motivated, enthusiastic and eager to learn.

Setting details

Unique reference number	317622
Local authority	Cumbria
Inspection number	1073600
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	2 - 4
Total number of places	38
Number of children on roll	61
Name of registered person	Walney Central Pre-School Committee
Registered person unique reference number	RP518372
Date of previous inspection	9 September 2016
Telephone number	01229 470 051

Walney Central Pre-School registered in 1972. It is located in Barrow-in-Furness, Cumbria. The pre-school employs 12 members of childcare staff, 11 of whom hold early years qualifications from level 3 to level 5. The pre-school opens Monday to Friday during term time. Sessions are from 8.30am until 3.30pm. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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