

Longthwaite Road Pre-School



Wigton Infant School, Longthwaite Road, WIGTON, Cumbria, CA7 9JR

Inspection date

19 September 2017

Previous inspection date

30 April 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Not all staff receive full induction upon starting at the pre-school, to ensure that they are aware of their role and responsibilities and the expectations of their practice.
- Monitoring of staff teaching is limited. Procedures to observe and assess staff teaching in order to support and improve practice are not widely implemented. As a result, teaching is variable across the staff team. Some children do not make good enough progress in their learning and development.
- Monitoring of children's progress is not implemented consistently. It does not yet provide the manager with a detailed account of the progress individual children make over time, neither does it include different groups of children.
- Although the manager demonstrates she is aware of the areas to improve, these have not been prioritised and addressed, and therefore not yet having a positive impact on the outcomes for children.

It has the following strengths

- Staff promote a shared approach to children's learning and value working in partnership with parents and other professionals. Parents receive regular information about their children's learning and are encouraged to share what they know about their children's development at home. Staff prepare progress information to be shared with the schools children move on to.
- Children behave well. They follow instructions from staff and understand the expectations, such as putting toys away at the end of the session.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that all staff receive induction training to help them understand their roles and responsibilities	17/10/2017
■ implement systems for the monitoring of staff practice to help raise the quality of teaching to a consistently higher level	17/10/2017
■ develop a consistent method for monitoring all children's progress and use this to gain an accurate understanding of the progress made by individual and groups of children.	17/10/2017

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

- make better use of the information gained through self-evaluation to prioritise action plans aimed at improving the quality of the provision more effectively.

Inspection activities

- The inspector observed the quality of teaching during play indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection and the feedback from questionnaires, and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation. The inspector discussed the nursery's planning, policies and procedures, and self-evaluation processes.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The manager and staff have a firm understanding of safeguarding issues. Staff are well versed in the procedures to follow in the event of a concern regarding a child's welfare. The premises are safe, secure and subject to regular risk assessment. The manager is committed to her role and is aware of areas in need of improvement. However, the lack of action means these areas are yet to be addressed. Furthermore, recommendations from the last inspection have not been fully implemented. Staff receive ongoing support from the manager, however, not all staff have received full induction. Monitoring across the pre-school is limited. The manager struggles to find time to carry out performance management or to monitor the progress made by children and groups of children. There is support in place for children who have special educational needs and/or disabilities as staff work closely with parents and other relevant professionals to ensure children's needs are well known and met.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable due to a lack of rigorous performance management. Some staff lack confidence and are less vocal when interacting with children. However, some staff support children's learning well and use children's own ideas and interests to provide a good level of challenge. For example, staff use children's interest in spiders to encourage them to draw and count, supporting their small-muscle movements and mathematical skills. Outdoors children enjoy building a den. They recognise that they need to work as team to fit the poles together and are supported well by staff who offers lots of praise and encouragement. All staff join in well with children's play, sharing their experiences. Staff regularly observe children during play and plan activities using identified next steps in learning.

Personal development, behaviour and welfare are good

Children are confident, settled and demonstrate positive attachments with key-persons, giving lots of cuddles as they say 'hello' and 'goodbye'. They enjoy outdoor play every day and follow hygiene routines throughout the day. This helps to foster their knowledge of healthy lifestyles and promote their physical well-being. Children confidently take risks and show an awareness of safety as they manoeuvre over the large play equipment outdoors. They enjoy finding different ways to dismount, by either jumping or swinging around the pole. Children gain a sound understanding of the wider world. They enjoy decorating their own Faberge eggs as they learn about Russian culture.

Outcomes for children require improvement

Not all children make good enough progress. However, children are independent and develop the basic skills and attributes for the move on to school. They listen for a length of time and learn to play as part of a group. Children make marks in a variety of ways and develop an interest in books as they enjoy time in the large, well equipped book corner. Children understand instructions and some begin to communicate confidently.

Setting details

Unique reference number	EY424572
Local authority	Cumbria
Inspection number	1102306
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	34
Name of registered person	Longthwaite Road Pre School Ltd
Registered person unique reference number	RP530500
Date of previous inspection	30 April 2014
Telephone number	07801 153 992

Longthwaite Road Pre-School registered in 2011. The pre-school employs five members of staff, all of whom hold relevant qualifications. The pre-school is open from Monday to Friday from 8.45am until 3pm, term time only. The pre-school provides early education for two-, three-, and four-year-old children.

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