

Smallworld Pre-School

Ashfield Infant School, Newlands Lane, Workington, Cumbria, CA14 3JG



Inspection date	6 October 2017
Previous inspection date	1 April 2014

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

- Managers and leaders show admirable enthusiasm and cascade this philosophy throughout their team. Staff's strong focus on providing a safe and nurturing environment helps children to grow into happy, confident and independent individuals.
- Key persons are warm and caring. They form good relationships with children. Opportunities, such as nurturing key group sessions, contribute towards children feeling secure and confident to seek out others to share experiences.
- Children are highly valued. Staff provide an inspiring learning haven, indoors and outside which fully reflects the current interests of each child. Information from high-quality observations, accurate assessments and parents is used to inform children's future learning experiences. Children make sustained good progress.
- Children who have special educational needs and/or disabilities are supported very well. Tracking is effective. Staff work in close partnership with parents and other professionals to implement targeted learning plans that lead to improved outcomes for children.
- Staff continually model being kind, caring and helpful towards others. Systems, such as daily praise certificates, recognise and celebrate the respectful and positive attitudes that children demonstrate. This helps to boost children's confidence and self-esteem.

It is not yet outstanding because:

- Staff do not provide enough challenge during some creative experiences to support children in sharing their in-depth knowledge of what makes them unique.
- Although children take regular exercise, make healthy food choices and adopt good hygiene routines, staff do not use these opportunities to raise children's awareness of the benefits to their health.

What the setting needs to do to improve further

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

- strengthen teaching and provide greater challenges during creative activities, in order to extend ways for children to share their good knowledge of what makes them unique
- use all available opportunities to raise children's awareness of the impact that good hygiene routines, eating healthily and taking regular exercise have on their good health.

Inspection activities

- The inspector observed the quality of teaching, indoors and outside and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector held a meeting with the provider and the manager. She spoke with staff and children at appropriate times during the inspection.
- The inspector looked at evidence of the suitability of staff, policies and procedures, children's learning files, a record of staff qualifications and training and the provider's self-evaluation documents.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent feedback forms.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and leaders ensure that staff attend extensive safeguarding training, receive regular updates and have a wealth of safeguarding information to hand within the pre-school. This contributes towards ensuring that all staff have a good knowledge of child protection procedures. Staff are vigilant. Areas of play are safe and secure. Comprehensive risk assessments take account of factors, such as season changes. For example, effective control measures are in place to clear falling leaves in the outdoor area to help reduce risks and prevent accidents occurring. Recruitment and induction procedures are robust. Managers and leaders invest in their entire staff team. Purposeful supervisions, creative and customised training and influential meetings are focused intently on enhancing staff's good knowledge and skills.

Quality of teaching, learning and assessment is good

The well-qualified staff team have a secure knowledge of how children learn and develop. Staff encourage children to explore the natural world. They alert children to changes that occur, such as leaves changing colour during the autumn period. Staff engage well, knowing just the right time to intervene and move play on. For example, they offer further opportunities for children to use natural materials for a range of purposes, to help enhance their imagination skills. Areas of play are enriched to encompass children's interests. For example, staff provide soothing, motion images of fish in the sensory den to help children who have special educational needs and/or disabilities relax and unwind. Partnerships with parents are good. Strategies, such as parents' sharing week, engaging activity weeks and informative home learning booklets fully engage parents in their children's learning.

Personal development, behaviour and welfare are good

Children are welcomed into this inclusive pre-school with a friendly smile. Staff are attentive and respond well to children's emotional and physical needs. For example, they readily recognise when children become tired and offer opportunities for them to rest and relax. Staff encourage children to carry out small tasks to develop independence. For example, children enjoy the responsibility of pouring out their own drink at snack time. They persevere when developing new skills, such as putting on dressing-up clothes. Good links are formed with nearby schools. Invitations for teachers to meet with children, pictures of areas within school and supportive settling-in sessions aid a smooth transition.

Outcomes for children are good

All children gain the skills they require for their next stages of learning. Children eagerly engage in extracurricular activities, such as French sessions. They show confidence when joining in with familiar songs and when naming colours in both the English and French languages. Children count objects, such as conkers, with numbers in the correct order and use tools for a purpose to develop good physical skills. Children who have special educational needs and/or disabilities show a great interest in books and know to turn the pages from right to left. They are keen explorers and eagerly search for living things in the environment.

Setting details

Unique reference number	EY267912
Local authority	Cumbria
Inspection number	1087910
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	31
Number of children on roll	42
Name of registered person	Smallworld Pre-School and Link Club Ltd
Registered person unique reference number	RP521604
Date of previous inspection	1 April 2014
Telephone number	01900 873973

Smallworld Pre-School registered in 2003. The pre-school employs 13 members of childcare staff. Of these, 11 hold appropriate qualifications at level 2 or above. The pre-school opens Monday to Friday from 8am to 4.30pm, during term time. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

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