

Lapworth Pre-School

Station Lane, Lapworth, SOLIHULL, West Midlands, B94 6LR



Inspection date

12 March 2018

Previous inspection date

3 November 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		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

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

- The provider has failed to notify Ofsted of the changes to the management committee in a timely way. She has also not provided Ofsted with the information required to enable further suitability checks to be completed.
- Staff do not always make the best use of opportunities to help children develop and expand their ideas further, and learn how to solve problems for themselves.
- The manager does not sharply focus on monitoring staff practice to help raise the quality of teaching even further.

It has the following strengths

- Staff provide stimulating environments, indoors and outdoors, for children. Children make independent choices about what they want to play with from a wide range of resources that is easily accessible to them.
- Staff carry out risk assessments regularly and keep the premises safe. They offer age-appropriate reminders to help children understand how to use the space and equipment safely. Children develop a good awareness of how to keep themselves safe.
- Staff monitor children's progress well. They identify gaps in children's learning and provide support to help close gaps quickly. All children, including those who have special educational needs and/or disabilities, make good progress in their learning.
- Staff work together well as a team. They seek the view of parents and implement any suggestions that they may have. Parents are happy with the service they receive and the swift responses to children's needs.

What the setting needs to do to improve further

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

Due Date

- | | |
|---|------------|
| ■ provide Ofsted with required information about the members of the committee to enable all suitability checks to be completed in a timely way. | 22/03/2018 |
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To further improve the quality of the early years provision the provider should:

- make the most of all opportunities to engage children in play to extend their thinking and problem-solving skills even further
- strengthen the monitoring of staff practice to identify more precisely how to target support for individual staff to raise the quality of teaching to the highest level.

Inspection activities

- The inspector had a tour of the premises with the manager. She observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed joint observations with the managers.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the managers and chairperson. She looked at relevant documentation, including evidence of suitability of staff working in the pre-school and discussed their self-evaluation.
- The inspector spoke to a number of parents and took account of feedback provided during the inspection.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a secure understanding of the procedures to follow should they have concerns about a child in their care. However, the nominated individual has not provided Ofsted with the required details about some members of the committee or provided full details to allow completion of further suitability checks to be carried out. However, there is no adverse impact on children's welfare, as members of the committee do not have any unsupervised contact with the children. Current arrangements to monitor staff practice are not always highly effective, particularly to help improve their knowledge and skills. Despite this, staff have opportunities to discuss the children in their care and share information about training they have attended. Staff build good relationships with parents and other professionals to help ensure children receive the support that they need.

Quality of teaching, learning and assessment is good

Staff observe children during their play and plan activities that support their interests. They join in with children's play and introduce discussions about experiences at home, which helps children to recall events. However, at times, staff are less effective in extending children's ideas during play. Staff give genuine praise for children's achievements and efforts. This helps to raise children's confidence and develop a 'can to' attitude to their learning. Staff encourage children to develop their imagination and creativity well. For example, pre-school children enjoy making superhero wristbands and toddlers take great delight in pretending to have a birthday picnic. Staff promote children's language skills well, such as through providing effective speaking and listening activities.

Personal development, behaviour and welfare are good

Staff warmly welcome children into the nurturing environment of the pre-school. They work well with parents from the start to help ensure they meet children's individual needs. Children show through their actions and interactions with staff that they feel emotionally secure. Staff support children's good health, and their physical and emotional well-being. Children have plenty of opportunities to play in the well-resourced outdoor area. Here, they balance, climb and use different equipment to develop their large-muscle skills. Children enjoy a variety of healthy snacks, which includes different fruit. Through activities and discussions with staff, children learn about their wider community.

Outcomes for children are good

Children gain the skills necessary for their future learning and their eventual move on to school. Children are inquisitive, articulate and show good levels of independence. They manage age-appropriate tasks well. For example, pre-school children serve their own snack and drinks. Children are growing in confidence as they listen and participate in stories. They have plenty of opportunities to make marks, such as painting and drawing. Children explore textures, such as rice and water. They thoroughly enjoy filling and emptying different containers as they learn about size, measures and quantity.

Setting details

Unique reference number	200662
Local authority	Warwickshire
Inspection number	1103054
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	31
Name of registered person	Lapworth Preschool Committee
Registered person unique reference number	RP518217
Date of previous inspection	3 November 2014
Telephone number	01564 785332

Lapworth Pre-School registered in 1989. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday to Friday, during term time only. Sessions are from 9.05am to 1.05pm. When numbers allow, the pre-school offers a morning club facility and a toddler lunch club. Children attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-olds.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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