

Qwackers Pre-School

The School Premises, Hanby Lane, Alford, Lincs, LN13 9BN



Inspection date

20 April 2018

Previous inspection date

8 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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, staff and committee have worked hard since the last inspection to address the action raised. As a result, all committee members have now had their suitability checked by Ofsted and children are safeguarded. The manager and committee members have increased their understanding of the legal requirements.
- Children behave very well and are praised highly by the staff who are extremely good role models, promoting manners, kindness and mutual respect for all. Children respond well to the routines of the session and know what is expected of them.
- The manager and staff make up a strong team of dedicated, professional practitioners. They work closely together, communicating very effectively to ensure all children are supported and challenged. Close bonds are formed between staff and children which support children to feel secure. Staff and children enjoy spending time in each other's company.
- All members of staff hold a current paediatric first-aid certificate which exceeds requirements and shows the pre-school's commitment to ensuring children's safety.

It is not yet outstanding because:

- The manager has not yet implemented a fully effective system of monitoring staff's teaching practice.
- Staff do not always do as much as they can to support parents to provide healthy foods in their children's lunchboxes.

What the setting needs to do to improve further

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

- strengthen the monitoring of staffs' teaching practice to more effectively identify where staff would benefit from professional development to improve the quality of teaching further
- work more closely in partnership with parents regarding healthy eating and how parents can promote healthy lifestyles for their children.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the committee chairperson. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Clare Johnson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about their responsibilities regarding child protection and know the action they must take if they have any concerns about a child in their care or a colleague. The environment is safe and staff deploy themselves effectively, ensuring children are supervised at all times. Children learn to take responsibility for their own safety as staff remind them to carry the scissors carefully and slowly. The new manager has made a good start in her role. She has identified many areas for improvement and is involving parents, staff, committee members and children in evaluating the quality of the setting. The manager is very receptive to external critique and support and ensures she keeps herself and her team up to date with any changes in the early years sector. The staff team is well qualified and has regular access to training. This has a positive impact on the outcomes for children.

Quality of teaching, learning and assessment is good

Children's progress is assessed accurately and used to plan for their next steps. Staff provide a range of activities and experiences for children based on their interests and developmental stages. Staff encourage children to think of their own ideas when designing and making their junk model robots. Children's communication and language skills develop through small-group time as they concentrate hard when listening and take turns to speak. They learn about words which rhyme as they make their 'silly soup'. Staff make story time enjoyable which engages children and supports their developing literacy skills, fostering a deep enjoyment of stories and books.

Personal development, behaviour and welfare are good

Staff exchange information with parents every day about children's care needs to ensure these are met. Children's good health is promoted by staff as they are provided with nutritious snacks. Their independence is supported as they butter their crackers and help to clean up after snack time. Children have daily opportunities for physical play outside where they explore the large pirate ship, ride tricycles and play with sand and water. They learn to protect themselves from the sun as they remember to wear their hats and discuss the importance of sun cream. When they come inside, staff remind children to have a drink to cool down and they discuss how the hot weather affects their bodies. Staff are sensitive to children's individual needs and their personal, social and emotional development are fostered well.

Outcomes for children are good

All children, including those who receive funded early education, make good progress in relation to their starting points. Children are supported well when they move between the rooms. Older children are prepared well for when they move on to school. Specific phonics and number sessions have been introduced based on feedback from the local primary school. Staff tailor these based on children's ages and stages of development to ensure they are pitched at the right level to support and challenge children.

Setting details

Unique reference number	253514
Local authority	Lincolnshire
Inspection number	1118197
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	36
Number of children on roll	66
Name of registered person	Qwackers Pre-school Committee
Registered person unique reference number	RP517314
Date of previous inspection	8 November 2017
Telephone number	01507 463969

Qwackers Pre-School registered in 1992. The pre-school employs 10 members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time. Sessions are from 8.15am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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