

# Windmill Pre-School Lytham



Lytham C of E Primary School, Park View Road, Lytham St. Annes, Lancashire, FY8 4HA

## Inspection date

13 June 2018

Previous inspection date

10 December 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

- The manager and her deputy are well qualified and experienced early years practitioners. They provide high-quality support to all staff and work together as a strong team, to meet all children's needs.
- The staff are reflective, evaluative and committed to continually improving the setting. They seek the views of parents and children as part of development planning.
- Staff work in effective partnership with parents, the host school, other professionals and agencies. This helps to ensure that individual children get the support they need, as quickly as possible.
- Children are provided with a stimulating and interesting learning environment, inside and outdoors. Staff plan activities and experiences to meet possible gaps in children's learning and help them make good progress from the moment they start in the setting.
- Staff encourage children to take regular exercise and to make healthy choices. Snacks are nutritious and fresh water is always available to ensure children remain hydrated.

### It is not yet outstanding because:

- Although staff have opportunities for professional development, these are not consistently focused closely enough on raising the quality of teaching to the highest level.
- Occasionally staff undertake daily tasks for children, which they are capable of doing for themselves.

## What the setting needs to do to improve further

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

- seek targeted professional development opportunities to improve the quality of teaching even further
- extend opportunities for children to do things for themselves and develop even greater independence skills.

### Inspection activities

- 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 setting manager.
- The inspector spoke to staff and children during the inspection.
- The inspector held a meeting with the setting manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents and took account of their views.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Rigorous recruitment procedures and ongoing supervision ensure that staff and setting leaders are suitable for their role. Staff demonstrate an excellent understanding of how to keep children safe and recognise the signs of possible abuse and neglect. They act swiftly if they have any concerns about a child's welfare. A range of robust health and safety policies underpins good practice. Staff follow good systems for the recording of accidents and the administering of medication. Risk assessments are used effectively to ensure the environment is kept safe. Children are well supported to assess risks as they play. Staff are deployed effectively to ensure that children are supervised at all times. The progress of individuals and groups of children is tracked over time and used to inform planning. Additional funding is used most effectively to address children's individual learning needs.

### Quality of teaching, learning and assessment is good

Teaching is good. Staff use observations to make accurate assessments of children's progress and use these to plan their next steps in learning. Children spend uninterrupted periods playing and begin to develop an understanding of the world around them. They have access to a range of reading materials, which supports their interests. For example, children become deeply engrossed in looking at the features on a set of maps. Staff encourage children to make marks with a variety of objects and materials. They play alongside children, engaging them in meaningful interactions to extend their vocabulary and communication skills. Children demonstrate their ability to sort and classify, independently and during planned, group activities. They use counting skills as they play.

### Personal development, behaviour and welfare are good

Staff provide a warm and welcoming, supportive environment for children and their families. Staff work with parents to help children settle quickly when they start in the setting. Staff help children to develop resilience and cope well when they face challenges. For example, outdoors, children show determination and keep trying as they successfully negotiate a physically demanding obstacle course. Staff have high expectations of all children and are excellent role models. They treat children sensitively and with respect. Children behave well, are kind and show consideration for others. Staff get to know children and their families well. This helps children to feel safe, secure and happy in the setting. The role of the key person works well. Children know whom to go to for help, support and comfort, when they need it.

### Outcomes for children are good

All children, including those in receipt of funding and those who speak English as an additional language, progress well from their unique starting points. Children are inquisitive learners. They make predictions and test out their ideas, and they investigate whether objects will float or sink in different depths of water. Children develop the skills they require to be well prepared for school or the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY306575
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1104348
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Windmill Pre-School Lytham
<b>Registered person unique reference number</b>	RP908024
<b>Date of previous inspection</b>	10 December 2014
<b>Telephone number</b>	07971 760139

Windmill Pre-School Lytham registered in 2005. The setting employs three members of childcare staff. The manager holds a foundation degree in early years practice and the deputy manager holds an early years qualification at level 4. The setting is open Monday to Friday from 9am until midday and from 1pm until 3.30pm, during term time only.

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