

# Longthwaite Road Pre-School



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

## Inspection date

20 June 2018

Previous inspection date

19 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 are ambitious. They have made significant improvements to their practice and provision since the last inspection. Inclusive self-evaluation and detailed action plans are very clearly focused on ensuring that children's care, safety and learning are highly prioritised in all aspects of their work.
- Transition on to school is seamless and well supported. Innovative experiences, such as taking part in woodland activities alongside the Reception class and having lunch in the school hall each day, help older children to gain a sense of what school is like.
- Staff's positive and encouraging natures are filtered through their effective interactions. Purposeful techniques, such as encouraging children to carry out a wide variety of responsible tasks, contribute towards them flourishing into confident and independent individuals. All children make good progress and gain life-long skills for the future.
- Staff work in true partnership with parents. They keep parents informed of children's learning and progress and invite them to get involved in aspects of pre-school life, such as celebrating the Royal wedding, alongside their children.

### It is not yet outstanding because:

- Managers and leaders do not provide enough continuous professional development opportunities that aim to enhance the quality of teaching to an outstanding level.
- At times, staff do not organise some daily group experiences well enough to keep younger children engaged in the activities that they show an initial interest in.

## What the setting needs to do to improve further

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

- explore a wider range of continuous professional development opportunities that is more sharply focused on enhancing the quality of teaching to an outstanding level
- strengthen the organisation of daily group experiences for younger children and help them to become more absorbed and engrossed in the activities that they initially enjoy.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning and development.
- The inspector spoke with staff and children at appropriate times during the inspection. She held a meeting with the manager and a telephone conversation with one of the directors.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector looked at evidence of suitability, a record of staff's qualifications and training, policies and procedures, health and safety documents, the provider's self-evaluation documents and children's learning files.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good understanding of the procedures to follow to protect children's welfare. Risks are readily identified and minimised. Recruitment and induction procedures are rigorous and ensure that all staff have a good understanding of their roles and responsibilities. Effective systems, such as probationary reviews, regular observations of staff practice and supervisions, help to maintain a confident and competent staff team. Staff's particular strengths, such as those linked to promoting early literacy, are swiftly embraced and clearly focused on improving outcomes for children. Highly-effective tracking is used well to highlight and support any emerging gaps in children's learning. For example, staff have integrated more mathematical resources into all play areas to help better equip children with the skills they require for school.

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

The well-qualified staff tune into what children know and enjoy. Overall, they provide challenging and fun experiences that incorporate children's interests and build on what they need to learn next. For example, staff invite children of all ages to make pizzas to extend on their new knowledge of different countries, such as Italy. They encourage children to mould materials, such as dough, using their hands, to help strengthen the muscles in their fingers and aid their early writing skills. Older children are motivated to learn during exciting word games. Staff's expert interventions help children to adopt good listening skills and identify words that rhyme. Innovative ideas, such as 'time together' at home packs, help parents to build on children's current skills and abilities at home.

### Personal development, behaviour and welfare are good

Settling-in procedures are supportive. Children are given time to form a special bond with their preferred key person. This helps to foster their emotional well-being. Staff recognise and celebrate children's achievements. They welcome children to share their 'fantastic me' moments with others to help them develop a high sense of self-worth. Exciting trips, such as those to a nearby nature reserve, provide a key focus on getting children out and about in the fresh air and help them to develop a keen interest in living things and the environment. Staff are responsive during outdoor play and create new challenges, such as an obstacle course, to help children adopt safe play practices.

### Outcomes for children are good

All children make sustained good progress. Younger children are confident to make their own choices and persevere when developing new skills. They demonstrate a desire to be creative and enjoy exploring colours and how these can be changed. Older children show interest in making marks, such as when creating a shopping list and accurately recall items from memory. They arrange numerals in the correct order and readily identify what number comes next after a given number. All children adopt helpful attitudes and say 'please' and 'thank you' without prompt. They are friendly and sociable towards others.

## Setting details

<b>Unique reference number</b>	EY424572
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1114308
<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>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Longthwaite Road Pre School Ltd
<b>Registered person unique reference number</b>	RP530500
<b>Date of previous inspection</b>	19 September 2017
<b>Telephone number</b>	07801 153 992

Longthwaite Road Pre-School registered in 2011. The pre-school employs six members of childcare staff. Of these, all hold appropriate qualifications at level 3. The pre-school is open Monday to Friday, from 8.45am until 3pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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