

Callands Pre-School & Link Club



Callands Centre, Callands Road, Callands, WARRINGTON, WA5 9RJ

Inspection date 10 July 2018
Previous inspection date 12 May 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 staff have high expectations and strive to achieve the highest possible standards. They develop action plans and make regular changes that benefit children.
- Staff have developed effective partnerships with parents. Staff share information about children's progress and they offer parents support, advice and strategies to help them to extend children's learning at home. Parents speak very highly of staff.
- Staff complete regular observations and assessments of children's learning. Managers use systems to monitor children's progress and work with staff to provide timely interventions. This helps to narrow the gaps and helps children to make good progress.
- Children's emotional and physical well-being are well supported. For example, staff go to great lengths to find out specific information to help children to settle. This includes encouraging children to bring familiar items from home during settling-in periods.
- Children's behaviour is good. Staff act as good role models and use consistent methods to promote positive behaviour. Children are aware of the rules and understand why these are in place; for example, walking indoors to keep themselves and others safe.

It is not yet outstanding because:

- Staff do not consistently make the best use of everyday routines to help to extend and build on children's mathematical understanding.
- Sometimes, staff do not adapt their teaching to encourage quieter children to participate fully during small-group activities.

What the setting needs to do to improve further

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

- provide more opportunities during everyday routines to help support and extend children's mathematical learning and help them to make even greater progress in this area
- adapt teaching during small-group activities to help quieter children to become more involved and help to maximise their engagement and learning opportunities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector observed a snack time and a planned activity and jointly evaluated the teaching and interactions with the manager.
- The inspector held a meeting with the manager. She viewed a range of documents, including evidence of the suitability of staff and committee members.
- The inspector held discussions with staff at appropriate times during the inspection.
- The inspector spoke to parents on the day of the inspection and took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are vigilant and deploy themselves well, in order to offer children good levels of supervision as they free flow between the indoors and outside. The manager provides staff with comprehensive child protection training. This is reflected in staff's good knowledge and understanding of child protection policies and procedures. Well-qualified staff access regular training and this has a positive impact on practice. For example, since the last inspection, staff have accessed training focused on outdoor play and provision. This is now an area of strength and children show particularly good levels of motivation during outdoor activities. The experienced management team works alongside staff and monitors their practice in a range of ways. Staff benefit from regular supervisory sessions where they receive feedback on their skills. New staff receive in-depth induction training and are monitored closely during their probationary period.

Quality of teaching, learning and assessment is good

Children who have special educational needs and/or disabilities are supported well. Staff liaise with other professionals and act upon advice and support offered. Children delight at exploring water with pipettes. They persevere and problem solve and practise how to fill them with water before squirting it out again. This helps children to develop their concentration and also helps to support their finger muscles in readiness for early writing. Staff provide children with dough and a variety of tools and resources. Children use their imaginations as they create different characters from a book and staff engage them in animated discussions. Children are excited as they describe their favourite parts of the story and discuss how the characters might be feeling using language such as 'scared' and 'happy'. Staff provide children with challenges. For example, children are encouraged to predict if a car or a small figure will go down a piece of guttering the fastest. They are eager to test their predictions. This helps to build children's confidence and social skills.

Personal development, behaviour and welfare are good

Children's transitions to school are carefully planned. For example, staff display children's uniforms and school logos. Teachers are invited to meet children and staff share relevant information regarding children's care and learning. Children's good health is well promoted. Children are familiar with hygiene routines, such as washing their hands before eating. In addition, staff provide parents with guidance on healthy eating, such as suggestions for children's packed lunches, and they provide a range of healthy snacks and drinks during the day.

Outcomes for children are good

All children make good progress and are well prepared for starting school. Three- and four-year-old children demonstrate good literacy skills. They recognise letters and capably write their names. All children display good listening and attention skills. They show an interest in books and listen attentively to familiar stories, often joining in with phrases and remembering and predicting what might happen next.

Setting details

Unique reference number	EY471909
Local authority	Warrington
Inspection number	1102907
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 12
Total number of places	28
Number of children on roll	64
Name of registered person	Little Learners Committee
Registered person unique reference number	RP906813
Date of previous inspection	12 May 2014
Telephone number	01925 444692

Calllands Pre-School & Link Club registered in 2014. The pre-school opens Monday to Friday from 9am until 3pm, during term time only. The link club opens Monday to Friday from 7.30am until 8.45am and 3.15pm until 6pm during term time only and from 7.30am until 9pm during school holidays. There are currently nine members of staff employed at the setting, all of whom hold an appropriate childcare qualification at level 3 or above. The setting provides funded early years education for two-, three- and four year old children.

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