

# Tugboats Pre-School

Quays Community Centre, 233 Thelwall New Road, Grappenhall, Warrington,  
Cheshire, WA4 2XT



## Inspection date

Previous inspection date

6 July 2018

21 July 2015

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 new manager is dedicated and has a clear vision for continuous improvement across the setting. She has high expectations for all children and staff.
- Staff prioritise children's safety. They make effective use of procedures to promote children's health, safety and well-being.
- Children are strong independent learners as they have a high sense of achievement and demonstrate a commitment to learning.
- Children display high levels of positive behaviour as they form warm and caring attachments with staff and peers. Staff are excellent role models and support children to consider the feelings of others and resolve conflict for themselves.
- All children make at least good progress in their development from their starting points. They are well prepared for the next stage in learning, including school.
- Effective information sharing with parents helps them to understand how their children are developing and how to support their children to progress even further.

### It is not yet outstanding because:

- Staff do not consistently make the best use of information gained from assessments to plan more precisely for individual children's next steps in learning.
- Monitoring of staff practice is not focused sharply enough on raising the quality of teaching to help children achieve at the highest levels.

## What the setting needs to do to improve further

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

- make the best use of information gained from assessment so that planning is more precisely matched to individual children's next steps in learning, to raise children's achievements to an even higher level
- enhance the monitoring of staff performance and support their ongoing professional development to help promote teaching and learning to the highest level.

### Inspection activities

- The inspector received written communications and spoke with parents during the inspection taking into account their views. The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector discussed children's progress with the management team, staff and parents.
- The inspector spoke with the management team at appropriate times throughout the day and conducted a joint observation of teaching with the manager.
- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning and development.
- The inspector held a meeting with the manager and reviewed relevant documentation and evidence of the suitability of staff. The inspector discussed the setting's self-evaluation and priorities for improvement.

### Inspector

Kerry Maddock

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a clear understanding of reporting procedures and know what to do if they had a concern about a child's well-being. Robust induction procedures ensure that all staff and students understand how to protect children from the first opportunity. The new manager takes into account the views of her team when evaluating the quality of provision. Everyone is now working together to prioritise areas for further development. Links with other providers, where the care of children is shared, are in the process of being enhanced to further support continuity in children's learning. Children's development is monitored effectively, ensuring that gaps are identified early and strategies for support are implemented without delay.

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

Children are motivated to learn as qualified staff skilfully provide differentiated learning opportunities. For example, younger children enjoy completing two-dimensional shape jigsaw puzzles while older children identify single aspects of three-dimensional shapes. They then work as a team to correctly name a cuboid. Children are enthusiastic, active learners as staff skilfully engage and support them in their play. For example, children play happily as they fill the water tray using a hose. When discussing how much water they need to fill the tray, staff introduce mathematical vocabulary to include capacity and weight. Staff talk to children as they play and ask pertinent questions to extend their communication and language skills.

### Personal development, behaviour and welfare are good

Staff provide children with a warm and caring environment. As a result, children display high levels of engagement as they interact with their peers and learn how to wait patiently for their turn. Children develop independence as they select and prepare their own snack from a range of healthy choices. Understanding of the world is promoted well through visits to the local community, airport and to the local sea life centre. Children develop good physical skills and they demonstrate skill in assessing risks for themselves when they play on large-scale climbing equipment. Children benefit from multiple settling-in sessions and are now assigned a key person from their first visit. This helps them to develop secure attachments from the outset.

### Outcomes for children are good

All children make good progress in their learning from their starting points. Children demonstrate high levels of confidence and self-esteem. They are supportive of each other's learning as they use their imagination to play cooperatively in the role-play area. Children learn to recognise their name in print as they find their name card when they arrive at the setting. Children are well prepared for life in the wider community as values such as tolerance and respect are embedded into everyday practice and planned activities. For example, children learn about democracy when they vote on what colour the butterfly wings will be when the caterpillars hatch.

## Setting details

<b>Unique reference number</b>	315253
<b>Local authority</b>	Warrington
<b>Inspection number</b>	1128042
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Tugboats Pre-School Committee
<b>Registered person unique reference number</b>	RP518765
<b>Date of previous inspection</b>	21 July 2015
<b>Telephone number</b>	01925 497580

Tugboats Pre-School opened in 1997. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications, from level 3 to level 5. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.40am until 2.40pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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