

Lawford's Little Pumpkins Pre-School CIC



Lawford C of E GM Primary School, Long Road, Lawford, MANNINGTREE, Essex CO11 2EF

Inspection date	27 September 2018
Previous inspection date	1 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff provide a warm and nurturing environment for children. Children settle quickly and have close relationships with staff. This supports children's emotional well-being.
- Staff develop effective working relationships with parents from the beginning. Parents provide information about what children can do when they first start. Equally, staff share children's progress and achievements regularly with parents, providing ideas to help extend their learning at home. Consequently, children's continuity of care is well supported.
- Children make good progress in their learning. Staff observe, track and plan for children's development effectively to encourage their next steps and skills.
- Children have many opportunities to develop their understanding of healthy lifestyles. Staff plan regular exercise sessions and talk to the children about changes to their bodies, such as their heart beating faster. Children are excited and motivated learners.

It is not yet outstanding because:

- The system in place to monitor the quality of teaching and coaching of staff is not focused sharply on raising the quality of teaching to a consistently exceptional level.
- At times, information sharing is not sufficient to fully support all children's learning needs, particularly when their key person is absent.

What the setting needs to do to improve further

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

- develop further the information sharing between staff to even further meet the learning needs of all children, particularly when their key person is absent
- offer further support for the professional development of staff and set precise targets to help raise the level of practice to outstanding.

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 held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents through discussion and reading the written feedback provided.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation of a teaching activity with the manager.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the referral procedures to follow should they have concerns about the health or welfare of a child. Staff complete comprehensive risk assessments of all areas used by children. This helps to ensure children's safety and well-being. The manager carefully checks the progress of all children. This helps to ensure that weaknesses are addressed quickly and that all children achieve their full potential. The management team is enthusiastic to drive identified improvements and further develop the already good practice. Staff establish effective partnerships with other professionals to support children's individual needs. Staff work extremely hard to build strong partnerships with parents. They have found innovative ways to promote engagement with parents, such as through weekly video newsletters. Feedback from parents is extremely positive.

Quality of teaching, learning and assessment is good

The quality of teaching within the pre-school is consistently very good. Staff know the children well and maintain precise and accurate assessments of their development. They successfully plan an engaging environment that supports children's current interests and developmental next steps. Staff show a genuine interest in children's play and give them plenty of opportunities to express themselves creatively. For example, children are keen to talk about where they live as they construct houses using large blocks. Staff skilfully support children's communication and language skills. For instance, they engage children in discussion using effective questioning. They use some sign language and work at the eye level of the children to further support children's understanding.

Personal development, behaviour and welfare are good

Children's individual needs are supported well. Staff listen to children carefully and they develop a high sense of self-esteem and belonging. Staff are skilled at consistently managing behaviour and providing clearly communicated boundaries and expectations. For example, children demonstrate an awareness of the importance of sharing their toys. Children develop good social skills. They show high levels of focus and determination during activities. The pre-school places a strong emphasis on developing the health and well-being of children. They encourage children to develop their independence effectively at snack times. Children enjoy helping to prepare and serve their own snacks. Staff help children to become aware of different foods through the provision of daily healthy snacks and extensive discussion at lunchtimes. For example, staff support children to understand that milk and cheese come from cows and are good for their bones.

Outcomes for children are good

Children eagerly take part in a wide range of activities and experiences and quickly gain the skills they need for their future learning. They are imaginative and confidently take on roles in their play, such as when pretending to bake cakes. Children are confident communicators and effectively use talk to help build strong early friendships. All children, including those who have special educational needs and/or disabilities receive the support they need to make good progress.

Setting details

Unique reference number	EY409411
Local authority	Essex
Inspection number	10063004
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	39
Name of registered person	Little Pumpkins Pre-School C.I.C.
Registered person unique reference number	RP529916
Date of previous inspection	1 December 2015
Telephone number	01206 391 412

Lawford's Little Pumpkins Pre-School CIC registered in 2010. The pre-school employs ten members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. One member of staff holds qualified teacher status. The pre-school opens from Monday to Friday, 50 weeks of the year. Sessions are from 7.30am until 5.30pm.

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