

# The Lantern Pre-School

The Lantern Centre, High Street, ILFRACOMBE, Devon EX34 9QB



<b>Inspection date</b>	10 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 are reflective practitioners. The arrangements for staff supervision ensure that their practice is evaluated effectively. As a result, the manager suitably addresses staff training needs to support their continuing professional development.
- Partnership working with other agencies and professionals is strong. For example, the manager is proactive in pursuing referrals for children who have identified needs. Staff share relevant information and keep useful records of discussions and meetings about children's welfare.
- Staff are good role models and are consistently effective in supporting children's behaviour. For example, they use a sand timer so that children have a visual prompt to help them to recognise when they can take turns with resources. Children are polite and are beginning to learn to show respect and tolerance for each other.
- The experienced manager provides effective leadership and is committed to continuous improvement. She takes account of the views of staff, parents, children and other professionals to target areas for further development.
- Staff gather clear information from parents about their child on starting at the pre-school. This gives staff an understanding of children's individual needs and helps them plan appropriate next steps for their learning from the start. Children are supported well to make good progress in their learning.

### It is not yet outstanding because:

- Staff do not consistently give children enough time to process their thoughts and respond to questions.
- Although the manager and staff accurately track the development of individual children, this information is not used as effectively as possible, to identify any differences in the progress made by different groups of children.

## What the setting needs to do to improve further

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

- allow children time to follow their own ideas and improve staff questioning to help children develop their critical-thinking and problem-solving skills further
- strengthen the arrangements for comparing the progress made by different groups of children, to be able to target teaching to help all children consistently make the best possible progress.

### 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 spoke with staff and children during the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke with a selection of parents during the inspection and took account of their views.
- The inspector completed a joint observation of an activity with the pre-school manager.

#### Inspector

Carly Ellicott

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to keep children safe and how to report any concerns about their welfare. The manager and committee have robust recruitment procedures in place to help ensure that new staff are suitable to work with children. Staff use training to inform their practice and improve outcomes for children's health and well-being. For example, all staff have completed paediatric first-aid and health awareness training. Staff understand the importance of a coordinated approach and share important information, to help provide consistency in children's care and learning. The manager is committed to continual improvement and is proactive in developing plans that respond to the needs of local families.

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

Staff work closely with parents to get a good insight into what their children can already do when they start at the pre-school. Overall, staff interact well with children and provide good-quality teaching, which helps to progress children's learning and development. Children have fun as they enjoy songs that help support their language development. For example, they enthusiastically sing 'Row, row, row your boat', enjoying the actions and repetition of the activity. Children enjoy handling tools and manipulating materials, such as dough, with increasing control. Older children are keen to show their emerging writing skills. For example, they attempt to write their name on their artwork. Staff encourage children's mathematical development very well. Children confidently count, sort by colour and size, and recognise shapes and numbers during their play. Staff plan effectively to extend the activities they provide. For example, they add tongs to activity baskets to develop children's dexterity.

### Personal development, behaviour and welfare are good

Children have good access to outside space and enjoy plenty of fresh air, physical activity and exercise. For example, children enjoy exploring nature areas and hunting for insects. The very successful key-person system helps to ensure that all children are emotionally well prepared to learn, particularly those who are new or less confident in the pre-school setting. Staff continually praise children's efforts and achievements to promote their self-esteem. Children follow good hygiene routines and enjoy healthy and nutritious, freshly prepared snacks. Staff are proactive in promoting healthy eating and are committed to supporting parents to understand the benefits of good nutrition. For example, parents are invited into the pre-school to share ideas for healthy lunch boxes. Staff have secure relationships with children and know them well. They take interest in things that are special to children and children are confident to recount events and stories. For example, they talk with staff about their pets and events that have taken place at home.

### Outcomes for children are good

All children make at least good progress in their learning. Children can communicate their needs and are becoming confident individuals. They listen and concentrate very well and are developing positive attitudes towards learning. Children are gaining very suitable skills in readiness for the next stage in their learning and their move on to school. Children are settled, happy and secure.

## Setting details

<b>Unique reference number</b>	EY539428
<b>Local authority</b>	Devon
<b>Inspection number</b>	10077317
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Lantern Community Pre-School Committee
<b>Registered person unique reference number</b>	RP517826
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07816968125

The Lantern Pre-School re-registered in 2016. It is a committee-run pre-school that operates from The Lantern Centre in Ilfracombe, Devon. The pre-school is open from 9.15am to 2.45pm on Monday to Friday, term time only. There are four staff who work with the children, all of whom are qualified to level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

