

# Lostock Playschool

Lostock Parish Centre, Tempest Road, Lostock, BOLTON BL6 4EL



<b>Inspection date</b>	22 November 2018
Previous inspection date	5 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- Children are happy, confident and well behaved. They show that they have good self-esteem and that they feel emotionally secure, through the strong relationships they build with staff and their care and concern for each other.
- The manager leads the staff team successfully. She constantly seeks ideas for improvement from staff and parents, to help her to develop clear plans that help to maintain consistently good outcomes for children. Self-evaluation is effective.
- Staff facilitate children's independence and curiosity very well. They have created an interesting and well-organised learning environment, indoors and outdoors. Children enter the playschool confidently and eagerly begin to engage in their self-chosen play.
- Staff have a good understanding of the learning and development requirements. They observe children as they play and evaluate their observations well. Staff identify where children are in their learning and what they need to do to support their continuing progress. As a result, children make good progress, including those who have special educational needs and/or disabilities.
- Enter each finding on a separate line. Each line will show as a bullet point on the inspection report.
- Although partnerships with parents are good, staff do not consistently share precise information about their children's progress to help better complement their learning in the playschool.
- Staff do not use all opportunities available to extend children's understanding of mathematical ideas and language.

## What the setting needs to do to improve further

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

- build on the strategies already in place to involve parents with the monitoring of their child's development and progress
- make use of all opportunities to extend younger children's understanding of mathematical ideas and language.

### 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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

#### Inspector

Lindsey Wallwork-Jones

## Inspection findings

### Effectiveness of leadership and management is good

The dedicated manager and owner have implemented robust procedures to recruit new staff and verify the ongoing suitability of staff. The manager monitors staff performance well. She regularly observes staff practice and holds individual supervisory meetings. Staff reflect on their own training needs and where they need additional support. This means that all staff have opportunities to progress in their professional development. Safeguarding is effective. All staff have attended safeguarding training and demonstrate a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the child protection referral procedure well and understand wider safeguarding issues. Staff use procedures, including risk assessment, to help to keep children safe.

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

Staff are enthusiastic about their work. They encourage parents to share information about what the children have been doing at home to further support their planning procedures. For example, the children take home 'me box' which they fill with special objects from home and share with their friends at circle time. Staff know the children well. Focus and early intervention group times are used very effectively to ensure that learning is targeted at children's differing abilities. Staff place a high priority on promoting the children's communication and language skills. For example, the manager recently completed training and has now implemented small-group activities to increase children's vocabulary and clearer pronunciation.

### Personal development, behaviour and welfare are good

Children settle extremely quickly into their daily routines. Staff are skilled in identifying when to swap over children's key persons if children have settled and bonded with other staff. This allows staff to get the best out of children to start them on their learning journey. Children enjoy exploring the 'bug hotel' outside and are encouraged well to learn about and care for living things. Staff promote healthy lifestyles effectively. Children learn how to brush their teeth and enjoy taking part in daily exercise and dance classes. They develop good self-care skills as they change into their indoor and outdoor shoes and learn to hang up their coats after playing outside.

### Outcomes for children are good

Children are inquisitive, eager and motivated to learn as they explore the environment. They develop concentration skills when they focus and listen in small groups. For example, they recognise certain sounds as they play 'sound lotto'. Children develop small-muscle skills as they use tweezers to pick up the toy spiders from inside the boxes and coordinate their movements as they guide them through the elastic bands. They gain key skills and positive attitudes to support the next stage in their learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY415290
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10070049
<b>Type of provision</b>	Full 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>	30
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Hogan, Suzanne Janet
<b>Registered person unique reference number</b>	RP908787
<b>Date of previous inspection</b>	5 March 2015
<b>Telephone number</b>	07969488712

Lostock Playschool registered in 2010. The playschool employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at a level 2 and one who holds qualified teacher status. The playschool opens from Monday to Friday during term time only. Sessions are from 8.45am until 4pm. The playschool provides funded early education for two-, three- and four-year-old children.

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