

Lapworth Pre-School

Station Lane, Lapworth, Solihull, West Midlands B94 6LR



Inspection date	28 January 2019
Previous inspection date	12 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- The provider, manager and staff have made improvements to the provision since the last inspection. They have addressed all issues that were raised.
- Staff challenge and support children effectively so that they acquire skills and develop a capacity to learn, in order to reach the next steps in their development. Staff ensure that they are aware of children's starting points for learning and then continue to observe, assess and use parents' information to plan for future learning.
- The manager ensures that she and staff keep their early years knowledge current. For example, through accessing training, obtaining information through research online and acting on the advice offered by representatives of the local authority.
- Staff are fully aware of their responsibilities to protect children from harm. They keep their knowledge of the signs of abuse and neglect up to date.
- Staff give children's personal, social and emotional development a very high priority. A good settling-in procedure, which is agreed with parents, initially helps children to feel emotionally secure. Children are happy, confident learners, and relationships are very good.
- Children develop good speaking skills. Staff encourage them to share their thoughts and ideas while they play.
- Children learn through play in a highly stimulating environment. The choice of activities indoors and outdoors is broad and keeps children motivated and interested.
- Children explore and investigate resources and make marks in different ways. Young children fill buckets with water and use brushes to make marks on wooden posts. They talk about how high they can reach and then compare their different heights.
- Children practise their good handling skills in a variety of ways, for example moulding with dough, threading, drawing and using scissors. They develop good pencil control and older children learn to write their names.
- Staff do not fully consider ways to support children's learning about similarities and differences between themselves and others, and about families, communities and traditions beyond their own experience.

What the setting needs to do to improve further

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

- extend children's learning about similarities and differences between themselves and others, and about families, communities and traditions beyond their own experience.

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 completed a joint observation with the manager and discussed teaching methods with her.
- The inspector held meetings with the provider and the manager. She looked at relevant documentation and evidence of qualifications and the suitability of committee members and of staff working in the pre-school.
- The inspector took account of parents' views

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff assess and minimise potential risks successfully. They know the local referral procedures to follow if they have a concern about a child and are aware of the duty to prevent children being drawn into situations that put them at risk. The manager works with staff to review the provision and identify areas for improvement. A current priority for improvement is to develop systems for staff to observe their colleagues and identify strengths and where practice could be improved. Partnerships with parents are very good. Parents share extremely positive views about the provision. Comments include an appreciation of the progress summary because it helps parents to support learning at home. Parents praise the friendly staff and say how they provide learning through play and excellent preparation for school. They say that staff are trustworthy, reliable and friendly.

Quality of teaching, learning and assessment is good

Staff use what they know about children to ensure that they are challenged effectively to reach the next steps in their learning. Children make good progress. Staff offer very good support for children who are building a vocabulary of words and forming sentences. They are skilful in challenging children to develop their problem-solving, speaking and thinking skills, for example through asking open-ended questions. During a short group time at the beginning of the day, a small group of older children select their name cards and count how many children are present. They can say how many children there will be when one more arrives, and they select the correct number card that represents the number of children who are present. Children choose from a good variety of books. Young children select favourite ones for a staff member to read. She encourages them to understand that she is reading the words on the page, while they happily talk about what they can see in the pictures.

Personal development, behaviour and welfare are good

Children have fun in the stimulating environment that staff create. They respond to expectations and behaviour appropriately. Staff offer good support as children develop an understanding of sharing and taking turns. Staff continually strive to boost children's confidence and self-esteem, for example through praising their efforts, achievements, kindness and consideration. Children develop independence, including managing their own hygiene and personal needs. Toy boxes stored on low-level shelving are clearly labelled with words and pictures, helping children to make decisions and choose resources for themselves. Children are physically active every day.

Outcomes for children are good

Children develop good skills in readiness for the move on to school. They express themselves confidently, make friends and play together cooperatively. Older children know how to mix paints to create different colours. They learn to link sounds and letters. Children count and use mathematical language while they play. They are inquisitive, creative and imaginative. Children develop an understanding of potential dangers. For example, they learn how to hold and use scissors safely.

Setting details

Unique reference number	200662
Local authority	Warwickshire
Inspection number	10084811
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	23
Name of registered person	Lapworth Preschool Committee
Registered person unique reference number	RP518217
Date of previous inspection	12 March 2018
Telephone number	01564 785332

Lapworth Pre-School registered in 1989. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two hold qualified teacher status. The pre-school opens Monday to Friday during term time only. Sessions are from 8.30am to 1.05pm. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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