

Newtown Preschool and ABC Club



Newtown Preschool, Queenspark Mobile, Rivington Road, ST. HELENS,
Merseyside WA10 4NQ

Inspection date	28 February 2019
Previous inspection date	8 October 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The passionate manager evaluates the quality of the pre-school regularly. She considers the views of staff, parents and children when planning future changes to the pre-school.
- Staff carefully and accurately assess the progress that each child makes. They use this information, alongside children's interests, to plan exciting activities that children find highly stimulating.
- The manager carefully monitors the progress that children make to ensure that any gaps in their learning and development are swiftly identified and addressed.
- Children enjoy their time at pre-school. They form close relationships with the kind and nurturing staff. The role of the key person is highly effective in engaging with families and supporting children to settle quickly.
- Exceptional partnerships with a wide range of other professionals support staff in identifying children's individual needs swiftly. Staff work closely with parents to seek the precise support that some children need to make good progress.
- Children enjoy playing in the exciting, well-resourced outdoor area. Staff provide a range of enticing outdoor activities that children are eager to participate in.
- Supervision arrangements do not maximise opportunities for staff to learn from each other and to share good practice across the team.
- Occasionally, some staff ask children questions in quick succession. They do not consistently give them time to think, respond and show what they know when challenging them in their learning.

What the setting needs to do to improve further

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

- strengthen systems for staff supervision that help to share good practice across the team and raise the quality of teaching even further
- refine teaching skills even further and support staff in consistently giving children enough time to think, respond and show what they know when asking questions.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the pre-school provider and manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with a number of parents and also considered their views in written form during the inspection.

Inspector

Denise Farrington

Inspection findings

Effectiveness of leadership and management is good

Overall, the manager supports her staff effectively. She observes them as they work with children and meets with them regularly to discuss aspects of their practice. The manager carefully targets further training and opportunities for professional development. This helps staff to develop their skills further. For example, recent training in the mathematical development of children is used well by staff. They make the most of opportunities to extend children's mathematical skills as they play. The arrangements for safeguarding are effective. Staff can identify signs that would give them cause for concern about a child's welfare. They know how to refer any concerns they may have to the relevant authorities to ensure that children are protected. Robust recruitment procedures help to ensure that staff are suitable to work with children.

Quality of teaching, learning and assessment is good

Staff play alongside children and plan a wide range of activities that help children to take the next steps in their learning and development. Staff support children's social, physical and communication skills very well. They talk to children about what they see them doing and introduce new words to help develop children's vocabulary. For example, staff introduce words such as 'vaccination' as children play in the vet role-play area. Staff follow children's interests and ideas. They help children to make their own group storybooks, and children delight in predicting what will happen next as staff read them aloud. All children confidently count and join in with familiar number rhymes. They identify shapes and compare the heights of different towers using words such as 'taller' and 'shorter' as they play.

Personal development, behaviour and welfare are outstanding

Staff work extremely closely with parents to ensure that children's individual needs are exceptionally well met. Innovative and inclusive health projects help to inspire children and their families to establish life-long healthy habits such as tooth-brushing and opportunities for regular exercise. Staff creatively support children to become highly independent from an early age. For example, children as young as two years of age confidently discuss the importance of making healthy choices as they serve their own snack. Children are extremely confident and self-assured and become absorbed in highly stimulating activities. Staff are superb role models who consistently encourage positive behaviour.

Outcomes for children are good

Children make good progress in their learning. They develop many skills needed in readiness for the next stage in their learning, such as the move on to school. For example, children learn to recognise their name and identify the sounds that letters represent in familiar words. They delight in practising their early writing skills. Children confidently use pens and pencils to make marks on paper. They eagerly take part in group activities. Children have opportunities to count and identify numbers during daily routines.

Setting details

Unique reference number	EY431579
Local authority	St Helens
Inspection number	10065969
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 11
Total number of places	40
Number of children on roll	57
Name of registered person	Chisnall, Norma Elaine
Registered person unique reference number	RP908494
Date of previous inspection	8 October 2015
Telephone number	01744 754 932

Newtown Preschool and ABC Club registered in 2011. The pre-school employs 10 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one who holds early years teacher status and one who holds qualified teacher status. The pre-school opens from Monday to Friday term time only, from 7.45am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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