

Linx Preschool

Lilly Hall Road, Maltby, ROTHERHAM, South Yorkshire S66 8BE



Inspection date	23 May 2019
Previous inspection date	17 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

This provision is good

- The well-qualified and focused manager provides clear and effective leadership to her experienced staff team. She evaluates all aspects of the teaching and overall provision to ensure children make increasingly strong progress. The leadership and staff make good use of research and training to support effective improvements.
- Staff create a warm, welcoming and secure environment to help children settle quickly into their early learning experiences. Children grow in confidence and self-awareness. Parents typically comment that the pre-school feels right from their first visit and staff are friendly and supportive.
- Staff are very positive role models. Children learn to behave well and to be tolerant and considerate towards others. They successfully learn to take their turn and pay attention. Staff are very caring and vigilant. They ensure children are safe, secure and happy as they take part in the wide range of activities that are available.
- Staff provide imaginative and interesting resources to support activities which motivate and engage children's interests. For example, children thoroughly enjoy searching for spiders and other insects among the trees, sand play and climbing equipment in the outdoor play area.
- Children make good progress from their individual starting points. Staff work very well with other professionals, such as speech therapists and medical staff, to identify and address any gaps in the children's learning.
- Relationships with parents are very good. Staff keep them well informed about children's progress and daily experiences. They work closely with parents to provide strong guidance and support for their children's learning at home.
- Staff do not consistently challenge children, particularly the older and more able children, to further deepen and enrich their knowledge and understanding.

What the setting needs to do to improve further

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

- strengthen staff's teaching strategies to challenge children more consistently, particularly the older and more able children, to help them deepen and enrich their knowledge and understanding.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

The manager has high expectations for everyone involved in the pre-school to perform well. There are strong systems to gather the views of parents and involve them in supporting and improving provision. Procedures to involve children in decision-making have improved well. The manager makes good use of well-considered evaluations of staff's performance and the impact on children's achievement to target developments of provision. There has been a positive impact of staff training on planning and assessment, for example. Safeguarding is effective. Staff have a good knowledge and understanding of how to keep children safe and secure. They take advantage of training opportunities to deepen and develop their understanding of child protection procedures. There are robust procedures to ensure that children play in bright, clean and risk-free areas indoors and out.

Quality of teaching, learning and assessment is good

Staff make good use of rigorous assessments of children's progress to plan activities to help them achieve the next steps in their learning. They make good use of detailed information from parents through the sensitive induction process to identify children's starting points and provide ongoing support. Activities are planned with precise objectives for all groups of children to achieve. Tasks are carefully matched to children's developing needs and interests. For example, they often receive pictures and stories from home to build ideas on. Children learn to sequence a story and understand the different characters in a story through well-told traditional tales and fairy stories. They enjoy many opportunities for mark making and early writing skills development indoors and out.

Personal development, behaviour and welfare are good

The procedures to help children settle into pre-school are very good and ensure they rapidly develop in independence and confidence. The staff are skilled at nurturing children who find it difficult to build relationships with others. For example, they give them plenty of opportunity to play alongside others and gradually integrate them into small-group activities. Children are encouraged to be gentle and thoughtful to each other. They follow instructions well and learn to stay safe in different situations. Children make a good contribution to keeping play areas organised and tidy. Children develop an appreciation of healthy eating and good hygiene. Staff make good use of snack times and mealtimes, for example, both to promote healthy lifestyles and to help develop children's social skills.

Outcomes for children are good

Children make good progress from their individual starting points. Children, including those with special educational needs and/or disabilities, develop their ability to pay attention well and to express their views. They make good progress in developing their physical skills. For example, they mix and stir different natural objects in their muddy kitchen role play. Children ride wheeled vehicles with increasing awareness of others.

Setting details

Unique reference number	303246
Local authority	Rotherham
Inspection number	10071856
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	18
Number of children on roll	42
Name of registered person	Linx Pre School
Registered person unique reference number	RP523284
Date of previous inspection	17 December 2015
Telephone number	01709 816401

Linx Preschool registered in 1982. The pre-school employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, two hold qualifications at level 3, one is qualified at level 4, one at level 5 and one at level 6. The pre-school opens Monday to Friday from 8.30am until 11.30am and from midday until 3pm, term time only. It provides funded early education for two-, three- and four-year-old children.

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