

# Locking Stumps Early Years Nursery

Locking Stumps Community Primary School, Glover Road, Birchwood, Warrington, Lancashire WA3 7PH



<b>Inspection date</b>	13 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Staff do not consistently assess children's progress. Children's next steps in learning and development are unclear. This does not ensure children make the best possible progress.
- Staff do not always foster a two-way sharing of information with other early years settings to ensure continuity for all children's care and learning.
- Children are not provided with opportunities to promote their understanding of different cultures and communities beyond their own experiences.

### It has the following strengths

- Partnerships with parents are strong. Parents are very complimentary about the care their children receive. They comment on the flexible approach staff provide to meet their child's individual needs.
- Staff are positive role models and demonstrate a consistent approach to managing children's behaviour. Children treat toys and equipment with respect and learn about turn taking and sharing. For example, they understand the use of sand timers when waiting for their turn.
- Children are happy and confident. They arrive excited and motivated to learn. They develop relationships with their key person and other staff.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure that assessments of children's development highlight clearly any gaps in their learning and indicate what children need to do in order to help them make the best possible progress	28/06/2019
ensure that information is shared with other early years settings children attend to promote a consistent approach towards supporting children's care, learning and development.	28/06/2019

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

- promote children's understanding further of similarities and difference between themselves and others in the local and wider community.

### 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 setting.
- The inspector spoke to parents during the inspection. She took into account their views.

**Inspector**  
Lesley Bott

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have a thorough knowledge of the signs that indicate a child may be at risk. They know the procedures to follow if they have concerns. This includes the possible signs of the wider implications of child protection. Effective recruitment processes are in place and completed. Appropriate checks are sought for contracted staff, agency staff and committee members. This helps to ensure that children remain safe. The newly-appointed manager is beginning to make changes to the assessment and planning for children. However, assessments do not consistently reflect what children need to do to progress with their learning. Supervision of staff is in place. The manager has recently introduced a targeted programme of professional development for all staff to help to enhance the quality of teaching within the setting.

### Quality of teaching, learning and assessment requires improvement

Staff complete observations on the children. However, these do not clearly identify the next steps for the children. Nevertheless, staff do plan a range of interesting activities for children. Storage of resources allows children to follow their own interests and to develop their exploration skills. Younger children care for their baby dolls during imaginative play. They wrap the dolls in blankets and carefully put them to sleep in the cots. Older children demonstrate their empathy as they show their care for living things. They return indoors to collect a cup of water for a spider they find. Children show their understanding as they comment, 'he needs a drink to give him energy to get back to his home on the field'. The children's understanding about mathematical concepts is demonstrated well. Children excitedly sort and sequence different objects into size and colour.

### Personal development, behaviour and welfare require improvement

Sufficient information is gathered from parents when children first attend. This helps to ensure that staff know and understand each child and can plan appropriately to enable them to settle quickly. However, information sharing with other early years settings children attend, to ensure a high level of continuity, is not yet fully embedded. This does not ensure that there is a consistency in supporting children's learning. Children do not have opportunities to explore similarities and differences in others. This does not fully promote their understanding of cultures and communities different to their own. Children's physical development is well promoted. A weekly physical education session, provided by an external agency, fuels the children's interests in different sports and ways to move their bodies.

### Outcomes for children require improvement

Children make some progress from their starting points. They gain some of the skills needed for their next stage in learning, such as starting school. For example, children independently change into outdoor clothes ready for play outside, changing their indoor slippers for their shoes. Children know and understand the daily routine of the session. They listen to staff and follow instructions well. For instance, children sit patiently at circle time and when listening to a story.

## Setting details

<b>Unique reference number</b>	EY562002
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10112812
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Locking Stumps Early Years Nursery
<b>Registered person unique reference number</b>	RP562001
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01925 815177

Locking Stumps Early Years Nursery registered in 2018 and is located at Locking Stumps Community Primary School in Birchwood, Warrington. The setting employs four members of childcare staff. Of these, all hold appropriate early years qualifications, including one with qualified teacher status. The setting opens Monday to Friday term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. The setting provides a lunch club. It provides funded early education for two-, three- and four-year-old children.

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