

# Inspection of The Lemington Centre Pre-School

Lemington Clinic, Lemington Resource Centre, Tyne View, NEWCASTLE UPON  
TYNE NE15 8RZ

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Inspection date: 17 July 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Good |
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## What is it like to attend this early years setting?

### The provision is good

Staff are caring and dedicated and go out of their way to support children and their families. Children are very happy in the pre-school and develop good relationships with their key person. For example, two-year-old children thoroughly enjoy playing alongside their key person as they build with blocks. They laugh and giggle as they knock blocks over and talk about what they are doing. Children learn to keep themselves safe. Staff provide targeted support as children learn to use knives and scissors. Some children demonstrate very good control as they cut spring onions with scissors. Staff provide hand-over-hand support as younger children try to chop with knives.

Staff know children and what they need to learn next. The curriculum is broad and balanced. Staff focus particularly on developing children's communication and language and social and emotional skills. Children make very good progress in these areas. For example, children who have only recently started the pre-school communicate using two-word phrases. Children behave well. Staff remind children of their expectations. For example, they remind children not to knock down other children's towers. Staff use a range of strategies, such as distraction, to prevent unwanted behaviours.

### What does the early years setting do well and what does it need to do better?

- The manager places a high priority on the professional development of staff. She focuses training on supporting children's learning to the highest possible level. For example, staff have attended training on helping children to manage their emotions. This has helped staff to understand some of the things that trigger children's emotional outbursts.
- Staff plan a range of opportunities to help children to develop their early writing skills. Activities such as painting on large easels outside help to improve children's muscle development. However, occasionally, staff provide resources for children that do not support their age or stage of development. For instance, staff put out small sheets of paper before children have the necessary skills for this. Children quickly lose concentration as a result.
- The manager evaluates and generally takes effective action to improve the quality of the pre-school. For example, she has provided a sensory area to help children to regulate their emotions. However, she has not yet taken effective action to improve all minor weaknesses in practice, particularly in the outdoor area, where some children occasionally lack engagement in their learning.
- The manager provides a rich set of experiences that give children opportunities to experience things that they do not always get a chance to do. Examples of this include visits to the farm and weekly food workshops. Children get to explore and try food they would not ordinarily try at home. They enthusiastically

try different foods as they prepare a fruit and vegetable dish. Children take the meals and recipes home to provide further ideas for families regarding healthy eating.

- Staff support children's communication and language extremely well. They provide a language-rich environment that supports children to make good progress. Staff use strategies, such as repeating and extending what children are saying, to help to expand children's vocabulary. For example, staff model the word 'tower' as children play with the blocks. Children then try to say the word themselves.
- Staff have a good relationship with parents. They share information about what their children have been doing in the pre-school. However, the manager has identified that they now need to find more effective ways of gathering and sharing even more detailed and accurate information about children's learning.
- Children with special educational needs and/or disabilities receive very good support. Staff are well trained in this area. They are very well supported by a knowledgeable subject leader. Staff work well with a range of professionals, such as outreach workers or speech and language therapists. They work extremely well with the local health visiting team and arrange integrated reviews to help children to get the support that they need.
- The manager has a good relationship with the local primary school. They work closely with teachers throughout the year, for example as they run stay-and-play sessions for the community. Staff work very closely with teachers as children move on to primary school.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how they can keep children safe. They act swiftly when they identify any hazards in the environment. This is evident in the outdoor area, where the manager has changed the gate and lock to ensure that taller children are unable to reach it. Staff have a strong understanding of the signs and symptoms that may suggest that a child is suffering from abuse. They know the procedures to follow if they had a concern about children's welfare.

## What does the setting need to do to improve?

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

- ensure that the resources used to support children's early writing support their stage of development
- support staff to address minor weaknesses in practice, particularly in the outdoor area
- find effective ways of sharing and gathering even more detailed information with parents about their children's learning and development.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY460642  |
| <b>Local authority</b>                             | Newcastle upon Tyne   |
| <b>Inspection number</b>                           | 10301333  |
| <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 at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 24  |
| <b>Number of children on roll</b>                  | 36  |
| <b>Name of registered person</b>                   | HealthWORKS Newcastle   |
| <b>Registered person unique reference number</b>   | RP532451  |
| <b>Telephone number</b>                            | 01912641959   |
| <b>Date of previous inspection</b>                 | 17 January 2018   |

## Information about this early years setting

The Lemington Centre Pre-School registered in 2013. The pre-school opens Monday to Friday, from 8.45am until 11.45am and from 12.30pm until 3.30pm, during term time. There are currently six staff working directly with the children, all of whom have an appropriate early years qualification at level 3. The pre-school receives funding to provide early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elizabeth Fish

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and staff and has taken that into account in their evaluation of the pre-school.
- The manager showed the inspector around the pre-school and explained how she organises the provision.
- The inspector observed children playing and learning.
- Parents talked to the inspector about their experiences of the pre-school.
- The manager evaluated an activity with the inspector.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The manager showed the inspector a range of documents, including those relating to staff's suitability.
- The inspector talked to the manager about how she keeps children safe and manages the pre-school.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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