

Lostock Tiny Tots Pre School



The Vicarage, Station Road, Lostock Gralam, Northwich, Cheshire, CW9 7PS

Inspection date 19 January 2017
Previous inspection date 13 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Staff and committee members have continued to work well together to maintain high standards since the last inspection. They have invested in new equipment, which has significantly increased opportunities for children to investigate and explore technology.
- Teaching is effective because staff are well qualified and have a secure understanding of how children learn. They promote children's learning through purposeful play and challenging activities. This helps children to make good progress.
- Playrooms are stimulating and well resourced and the spacious garden is a real asset. Children enjoy a wealth of inspiring opportunities outside, where they can explore and expand their imaginations.
- There is a strong focus on valuing the staff team and supporting their ongoing professional development. Several members of staff are currently training to enhance their qualifications.
- Parents hold the staff in high regard. They say, 'Staff are amazing and, because of them, children start school confident, happy and independent'.

It is not yet outstanding because:

- Staff have not explored the most effective ways to share their comprehensive policies with parents, so that everyone is fully informed of all practices and procedures.
- The busy lunchtime period is not consistently well organised and managed. This does not fully promote a smooth transition for children as they arrive and depart from the setting.

What the setting needs to do to improve further

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

- enhance existing arrangements for sharing policies and procedures with parents to help keep them fully informed of all practices
- improve the organisation and management of the lunchtime period to help promote a smoother transition for children as they arrive and depart from the setting.

Inspection activities

- The inspector observed the quality of teaching during activities 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 and nominated person. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of verbal and written comments from parents during the inspection.

Inspector

Jan Linsdell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are well trained in the procedures to help keep children safe from harm. They have a secure understanding of how to respond in the event of a child protection concern. Staff are vigilant and undertake regular headcounts of the children, particularly during outdoor play. They routinely check the premises to help reduce any risks to children's safety. Effective arrangements are in place to monitor staff performance and drive higher standards of teaching. These include regular supervision meetings, peer observations and room reflections. The manager robustly monitors the progress of individuals and groups of children. This helps her to support key persons to close any gaps in children's learning. The manager regularly seeks the views of staff, children and parents. She uses feedback to make ongoing improvements in the setting.

Quality of teaching, learning and assessment is good

Staff are very skilled at interacting with children as they challenge, guide and extend their learning. They clearly enjoy children's company and have high expectations of what they can achieve. Key persons are beginning to identify how they can make best use of additional funding to support children's skills. They set clear targets for children and display useful information so that all staff know how to support each child's next steps. Staff use basic sign language to aid children's communication and give clear instructions for children to follow. They model language well and speak clearly so that children hear the correct pronunciation of words. Overall, staff work well with parents. They use an online system to share valuable information about children's learning and progress.

Personal development, behaviour and welfare are good

Parents report that, 'Staff manage children's needs with great love and care'. This approach helps children to form strong attachments and build friendships with their peers. Staff are good role models and they teach children how to share and take turns. Children behave well and their confidence shows they feel emotionally secure and happy. Children learn how to safely use a knife to chop carrots. They show awareness of their own safety, for instance, when they remember to hold onto the handrail when climbing the stairs. All children have good opportunities to exercise regularly in the spacious and extremely well-equipped garden. They also benefit from weekly physical education sessions. Parents supply a packed lunch for their child, and staff offer guidance on what foods to include in a healthy lunchbox.

Outcomes for children are good

All children make good progress, including those who receive funding. Younger children delight in taking part in exciting games that encourage them to listen to sounds and predict what the sound might be. Older children develop positive attitudes to learning and gain the skills they need to help them feel ready for school. Children develop their listening skills and learn to concentrate on tasks. They show concern about the welfare of their friends, for example, when they fall over. All children have a wonderful time when they play outside in the garden.

Setting details

Unique reference number	EY449333
Local authority	Cheshire West and Chester
Inspection number	1066032
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	28
Number of children on roll	51
Name of registered person	Lostock Tiny Tots Pre-School Committee
Registered person unique reference number	RP527117
Date of previous inspection	13 June 2013
Telephone number	00160642733

Lostock Tiny Tots Pre School was registered in 2012. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications, including one at level 2, five at level 3 and one with early years professional status. The pre-school opens from Monday to Friday all year round. Sessions are from 8am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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