

Abbey Pre School

Lincoln Baptist Church, Croft Street, LINCOLN, LN2 5AX



Inspection date

6 July 2016

Previous inspection date

16 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- The quality of teaching is good. Staff have a very good understanding of how children learn and develop. They plan activities that are responsive in meeting children's individual care, learning, and development needs.
- All staff have high expectations of what children can achieve. Where children's starting points are below those of other children their age, assessments show they make continuously good progress and gaps in their learning are closing.
- The well-qualified manager is special educational needs trained. She has established successful relationships with other childcare professionals. As a result, children with special educational needs or disability receive excellent individualised support.
- Staff are kind, calm, and effective role models. Children play cooperatively, treat each other with respect, share well, and understand what staff expect of them. This, as well as good relationships with parents, helps children to feel safe and secure.
- The manager uses effective systems to monitor the achievements of different groups of children. This helps her to quickly identify where children may be slow to develop. Staff swiftly address any gaps by planning and matching activities that motivate and interest children.

It is not yet outstanding because:

- Staff do not fully reflect on the different ways in which children like to learn.
- Staff do not make the best use of information gained from parents about their children's interests and achievements at home.

What the setting needs to do to improve further

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

- focus more precisely on the different ways in which children like to learn to provide them with further experiences that highly stimulate and offer them greater challenge
- use information gained from parents about their children's interests and achievements at home to plan even more precisely for children's next steps in learning to increase the potential for children to achieve at their highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager, deputy manager and the Pre-School Learning Alliance cluster manager.
- The inspector spoke with managers, staff, and children at appropriate times throughout the inspection.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector checked the evidence of the suitability and qualifications of the staff and discussed the pre-school's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and the setting's local authority early years consultant spoken to on the day of inspection.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Safe recruitment procedures are used to check staff are suitable to work with children. All staff are trained in child protection. They know the correct procedures to follow to report any concerns they have about a child's well-being or safety. Highly effective relationships with other agencies, such as the adjoining children's centre are in place. This helps to ensure all children, including those for whom the setting receive additional funding, get any additional support they require. Staff receive good quality coaching and are supported well by the leadership and management team. Effective methods of checking on staff performance help to improve the quality of their practice. Staff contribute to and are fully involved in implementing the pre-school's plans for improvement. They effectively evaluate the impact these improvements have on children's learning and development.

Quality of teaching, learning and assessment is good

One-to-one and group activities are suitably planned to promote children's next steps in learning. Staff effectively use the information gathered from parents to put in place any additional support children may need before they start at pre-school. Staff observe and sensitively listen to children. They adapt the activities well, enabling younger and older children to participate easily. Children enjoy exploring different textures, such as paint and coloured rice, they feel it with their hands and use a range of simple tools effectively. Staff use these activities to develop children's counting skills and introduce them to other mathematical concepts, such as shape, quantity, and positional language. Staff know these types of activities also help develop the small-muscle skills needed for early writing. Younger children and those who speak English as additional language listen intently to stories. They point to items in the book and clearly repeat the English words they hear.

Personal development, behaviour and welfare are good

Staff recognise, value and promote equality and diversity throughout all aspects of their work. Children naturally learn about and respect each others' differences and those of other people and communities who attend the pre-school. Staff acknowledge children by their first name as they join an activity. This helps to give children a strong sense of belonging and form positive relationships with staff and their friends. Successful links with the local nursery school and special educational needs provision help staff to prepare children emotionally well for the next stages in their learning. Parents comment highly about staff and the pre-school provision and truly value the help and support they receive.

Outcomes for children are good

Children recognise familiar words, such as their own name cards. They use these to self-register their attendance in the morning and at snack time. Older children enthusiastically sing, 'It's pouring' in response to hearing a member of staff say the cornflour and water mix, being dripped from a height, looks like it is raining. This demonstrates they are developing good listening and attention skills as they respond to what others say while engaged in another activity. These key skills prepare children well for the next stage of their education.

Setting details

Unique reference number	EY459455
Local authority	Lincolnshire
Inspection number	1028414
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	23
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	16 October 2013
Telephone number	07703 738636

Abbey Pre School registered in 2013 and is managed by the Pre-School Learning Alliance. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications. One holds an early years foundation degree at level 5, one holds a qualification at level 4 and two hold qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three-, and four-year-old children. It supports children with special educational needs or disability and children who speak English as an additional language.

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