

# Innsworth Pre-School

Innsworth Infant School, Luke Lane, Innsworth, Gloucester, GL3 1HJ



<b>Inspection date</b>	13 January 2017
Previous inspection date	24 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The staff have excellent relationships with parents and regularly share information about children's learning and development. Staff encourage parents to contribute ideas, such as for the purchase of new equipment to enhance children's progress.
- Managers monitor staff well and make sure that they use opportunities to develop skills and knowledge. For example, recent training on communication has helped staff to support children's speaking and listening skills.
- Staff make accurate assessments of children's progress. They readily identify any gaps in learning and provide support to help close gaps quickly. All children, including those who have special educational needs and/or disabilities or who are learning English as an additional language, make good progress.
- Managers include feedback from children, parents and staff to make changes and improvements to the provision.
- Staff provide stimulating environments for the children, with readily accessible play materials. Children confidently choose who and what they want to play with.

### It is not yet outstanding because:

- Staff miss opportunities to encourage all children to work as part of a group to help care for the play areas.
- At times, staff do not provide clear messages to children, to help them understand what is expected of them.

## What the setting needs to do to improve further

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

- encourage children to take more responsibility for helping to care for the play environments
- provide children with more consistent support and explanations during group times, to support their learning and development as well as possible.

### Inspection activities

- The inspector observed the quality of the teaching inside and outside.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a joint observation of children's learning with a senior member of staff.
- The inspector spoke with the manager, deputy, staff and children at appropriate times during the inspection.
- The inspector sampled paperwork and computerised records, including children's records, planning, policies and procedures, accident and incident records, and self-evaluation.

### Inspector

Anita McKelvey

## Inspection findings

### Effectiveness of the leadership and management is good

The managers use information from children, parents, staff and other professionals to make positive changes to the provision. For example, managers have introduced a new online system for monitoring children's progress with help from the teachers in the school. The two-way sharing of information with parents supports planning for children's next steps and provides consistency for children's learning at the setting and at home. Arrangements for safeguarding are effective. All staff have updated their knowledge about vulnerable children and how to act on concerns about children's welfare. They are vigilant about children's well-being and care, and they act quickly to keep children safe.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff plan activities based on children's current interests, needs and abilities, and they monitor development well. For example, children eagerly explored how the blocks of ice with toy animals frozen inside started to melt in their warm hands. Staff ask children questions, join in with their play and teach them new things. For example, they helped children recognise letters and numbers as they moved magnetic balls around cut-out wooden shapes. Children use their imaginations well. For example, they pretended to feed the toy shark using the ice they had caught in fishing nets from the water tray.

### Personal development, behaviour and welfare are good

Staff teach children about healthy practices. For example, all children joined in the dance and movement session to help keep them fit. They talked about healthy food choices at mealtimes and understood that they needed to wash hands before eating and after nappy changes to get rid of germs. Staff support children's confidence and help them care for others. For example, 'special helpers' let children know when it is time to put the toys away and hand out cups to their friends at snack time. Staff invite parents and children to share traditions and celebrations. For example, parents come into the setting to cook food from different countries, show their traditional dress, sing songs in their home language and join in with celebration dances.

### Outcomes for children are good

Children are keen and independent learners. They confidently find toys and equipment for their play and learning. For example, they know where the tape and scissors are kept when they want to cut and stick items onto pictures. Older children write with purpose as they create letters for parents and then send them off through the role-play post office. Children are well prepared to move into school, including through weekly attendance at the morning assemblies with the Reception children and using the school playground or fields.

## Setting details

<b>Unique reference number</b>	EY437862
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1069115
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Desma June Smith
<b>Registered person unique reference number</b>	RP513087
<b>Date of previous inspection</b>	24 March 2014
<b>Telephone number</b>	01452 739090

Innsworth Pre-School has been under the current ownership since 2011 and registered at the current premises in 2002. The pre-school operates from the grounds of Innsworth Primary School in the Innsworth area of Gloucester. The pre-school is open each weekday from 9am to 3pm and children attend on a full-time or sessional basis during school term times. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school employs nine members of childcare staff; of these, seven hold recognised childcare qualification at levels 2 to 5. One member of staff holds qualified teacher status.

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