

Cinder Ash

The Pavilion, Park Road, Long Sutton, Lincs, PE12 9DJ



Inspection date	16 November 2017
Previous inspection date	24 September 2014

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 provide children with a wide range of exciting and stimulating resources that helps them to follow their interests and be motivated to learn indoors and outdoors.
- Children are keen to arrive and enjoy spending time with staff. They show positive relationships with staff and are keen to invite them into their play. Children demonstrate that they are emotionally secure.
- Staff use effective observations and assessments to help them identify what children need to learn next. They share this with parents and help them to continue to support their child's good progress at home. Parents comment on how helpful the friendly staff are in supporting them with their child's behaviour at home.
- The manager monitors the progress made by individuals and groups of children. This helps her to work with staff to ensure that all children make consistently good progress in their learning.
- The manager, committee members and staff work well to evaluate the effectiveness of the provision. Improvements to the garden area provide children with more opportunities to learn about technology.

It is not yet outstanding because:

- Occasionally, staff do not always put enough thought into how babies and young children can participate fully in all activities.
- Staff's professional development is not sharply focused on raising the quality of their teaching to help babies and young children achieve at the highest levels.

What the setting needs to do to improve further

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

- consider the different ways that babies and young children can be involved when planning activities
- strengthen professional development opportunities to help raise the quality of teaching to further promote high levels of achievement in babies and young children.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to several parents and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Staff work well with other professionals to support children who have special educational needs and/or disabilities. Together, they develop targeted plans to support children's individual needs. Staff share information about children's abilities with schools when they move on. They provide opportunities for children to become familiar with the person who will be caring for them. This helps to prepare children emotionally for their move on to school. Safeguarding is effective. Staff know their responsibilities to keep children safe. The manager ensures that staff keep their knowledge of child protection up to date. Staff provide opportunities for children to learn how to keep themselves safe. They arrange for police officers to speak to the children about road safety and stranger danger. The manager supports her staff in their roles through supervision and appraisal meetings.

Quality of teaching, learning and assessment is good

Staff skilfully weave mathematical language into children's play. They count the number of water beads they have in their hand and talk to children about objects being 'big' and 'small'. Staff provide opportunities for children to match the same number of objects to a number. This helps children to develop their understanding of numbers, counting and size. Staff help children to develop their hand-to-eye coordination. Children copy staff when they model how to roll a hoop along the ground. Staff teach younger children how to balance wooden blocks on top of each other. Children thoroughly enjoy expressing themselves through physical actions and knock the wooden blocks over.

Personal development, behaviour and welfare are good

Staff promote positive behaviour. They give children lots of praise for their achievements, helping to raise their self-esteem. Staff talk to children about how they can manage their feelings and encourage them to solve conflicts for themselves. Staff encourage children to be independent. They ask them to wash their hands prior to eating and to serve themselves snacks. Staff support children's understanding of healthy foods. They offer children opportunities to join in baking activities and provide them with real fruit and vegetables to explore in their play. Staff gather information about children's medical and dietary requirements and promote children's good health. They show that they know children well. Staff are quick to recognise when younger children become tired and provide them with comfort, support and a soft voice to help them to relax.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points in learning. They learn key skills in preparation for their move on to school. Children learn to manage risks when they use knives to cut up apples. They demonstrate their good imagination when they pretend to talk to people on a toy phone. Younger children are confident to freely explore the environment indoors and outdoors, helping them to develop their curiosity and physical skills. They use magnifying glasses to look for insects and climb onto and over objects.

Setting details

Unique reference number	253615
Local authority	Lincolnshire
Inspection number	1103325
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	31
Number of children on roll	65
Name of registered person	Cinder Ash Pre-School Committee
Registered person unique reference number	RP517280
Date of previous inspection	24 September 2014
Telephone number	01406258382

Cinder Ash registered in 2000. The setting employs nine members of childcare staff. Of these, six hold an appropriate qualification at level 3 and one holds a qualification at level 5. The setting opens Monday to Friday during term time. Sessions are from 8am until 5pm. The setting provides funded early education for two-, three- and four-year-old children.

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