

Lindale Preschool Nursery



School House, School Hill, Lindale, Grange-over-Sands, Cumbria LA11 6LE

Inspection date	18 October 2018
Previous inspection date	12 January 2015

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

The provision is good

- Children play in a highly stimulating and interesting learning environment. Staff provide a wide range of learning opportunities that excite the natural curiosity of young minds. Children explore and investigate the sights, sounds and textures of the outdoor world and enjoy a wide range of messy play opportunities.
- Partnerships with parents are strong. Staff keep parents and carers regularly updated with their children's achievements. They regularly share information about children's next steps to further support their learning and to meet children's individual needs successfully.
- Children develop a close bond and secure relationship with their key person. They come into the pre-school happily and readily separate from their parents and carers. Children's individual needs and parents' wishes are followed closely by the experienced, dedicated and committed staff team.
- The manager and staff effectively evaluate the quality of care and education they provide. They seek the opinions of children, parents and carers to help identify further areas of development. They set clear targets and make changes that benefit the outcomes for children.

It is not yet outstanding because:

- At times, staff miss opportunities for children to learn more about mathematical concepts to extend their mathematical development even further.
- Staff do not always make the most of the good links established with other settings children also attend, to improve the consistency of learning and further support their progress.

What the setting needs to do to improve further

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

- increase the opportunities for all children to learn about mathematical concepts to extend their mathematical development even further
- strengthen the partnership with the other settings children attend, to help provide a more consistent approach to their shared care and learning opportunities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Carys Millican

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff clearly understand their responsibilities for keeping children safe. They are alert in recognising situations that may indicate a child is a risk of harm and know the procedures to follow. Staff deploy themselves effectively and supervise children well. They carry out daily checks to ensure a safe environment. For example, they routinely count children as they move between areas of the premises to make sure that they are all present. Documentation is robust and all checks are in place to ensure those associated with the pre-school are suitable. There are effective systems used to monitor staff performance and to drive improvement in the quality of teaching and outcomes for children. Staff are quick to identify when children are in need of additional help. They work closely with parents when obtaining advice and support from outside agencies.

Quality of teaching, learning and assessment is good

Staff know the children well. They confidently talk about children's development and how they are supporting the next steps in their learning. Development records are regularly shared with parents to further support children's learning at home. Children are inquisitive and actively explore their environment. Indoors, they are fascinated by the feel of paint and other textured materials as they mix them together on large sheets of paper. Staff get down to the children's level. They constantly promote children's speech and language through simple questioning to extend their learning further. Staff listen to what children say and add any new interests to future planning. Outside, children enjoy adding powdered materials to water and then adding foam to make special potions. They are very much in control of their own learning which staff skilfully build on and set them individual challenges.

Personal development, behaviour and welfare are good

Staff manage children's move from home to pre-school very effectively. They complete home visits and provide a flexible settling-in process. Children build secure and emotional attachments with staff, who are very responsive to their needs. They manage children's behaviour very effectively in a calm and positive manner. Staff develop children's understanding of the benefits of a healthy lifestyle. They learn about what food is good for them and take part in energetic indoor music and movement activities. Parents hold the staff in high regard and are very happy with the service provided for them. Children access a safe and secure outdoor area for physical play. They enjoy well-planned outings where they learn about the community in which they live.

Outcomes for children are good

All children make good progress from the time they start pre-school. They are confident and enthusiastic learners who enjoy new experiences. Children enjoy making their own decisions and carefully manage their own risks appropriately. They gain the skills that help them with their future learning and for starting school. Children learn how to share and take turns. Children's literacy, communication and language development is well supported.

Setting details

Unique reference number	317552
Local authority	Cumbria
Inspection number	10070184
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	16
Number of children on roll	13
Name of registered person	Lindale Pre-School Playgroup Committee
Registered person unique reference number	RP907765
Date of previous inspection	12 January 2015
Telephone number	01539532208

Lindale Preschool Nursery registered in 2001 and is managed by a voluntary committee. The setting employs three members of childcare staff who all hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 7.45am until 8.45am for breakfast club and 8.45am until 11.45am for pre-school with an optional lunch club session which runs until 12.45pm. The setting provides funded early education for two-, three- and four-year-old children.

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