

Inspection of Waltham Leas Pre-School

Waltham Leas Primary Academy, Manor Drive, Waltham, GRIMSBY, South Humberside DN37 0NU

Inspection date: 7 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children really enjoy their time at the nursery. They quickly develop warm and affectionate attachments with staff, who actively help them to feel safe and gain emotional security. Staff implement a consistent approach to managing behaviour. This helps children to understand boundaries, behave well and have good attitudes to learning. Children are busy from the moment they enter, with a wealth of interesting and exciting learning opportunities to enjoy. They choose where to learn and play and which resources to use. For example, outside, older children work together to build a house from large blocks. Older toddlers excitedly catch and burst bubbles and try to blow their own bubbles. All children show enjoyment of books and the stories read to them by staff. Children are encouraged to be independent and develop their physical skills well. Even the youngest children know how to use cutlery at mealtimes and do so capably with just a little support from staff. Toddlers help to tidy away toys, and older children put on their own coats before they go outside. Children use their imagination and replay their experiences as they pretend to be shopkeepers and customers and buy food from the play shop.

What does the early years setting do well and what does it need to do better?

- Children make good progress in their learning. This is because there is good teaching by staff, a well-developed curriculum and strong teamwork. Children are supported to think in shared and sustained ways through consistently good, open-ended questioning. As a result, children demonstrate that they are deeply involved in activities and feel very good about themselves as learners.
- Staff plan stimulating and exciting learning experiences, both indoors and outdoors, so that children enjoy every minute of their learning. The high level of interaction, where staff talk constantly with children, is largely responsible for the quick development of children's language skills. Staff reaffirm and respond to babies' babbles. When working with toddlers, they use lots of commentary and repetition. Older children have a very good knowledge of letters and letter sounds. They become absorbed in games, taking turns with minimal support and linking letter sounds to words they know with ease.
- All staff have the highest of expectations. Children's behaviour is good. Children play very well together, share and take turns. They listen to adults and follow instructions well.
- Staff take every opportunity to promote social skills. Mealtimes offer children a good opportunity to practise these skills and learn about healthy eating. Handwashing routines are established for all children. Children regularly run, play and climb in the outdoor area, learning how to cooperate with others. They develop physical skills by building models, sticking and cutting, and playing with toys.

- Children's mathematical development is promoted through regular activities designed to engage them well in practical tasks. For example, older children compare the size of blocks using a tape measure and announce, 'This one is the biggest one'. Most children can count to five and, in some cases, well beyond, and are beginning to recognise numbers and shapes. Some older children confidently name more complex shapes such as cuboid, cylinder and cone.
- Staff seek interventions and support for children with special educational needs and/or disabilities. They are confident to work in partnership with parents and outside agencies to ensure that children who have complex needs receive the support they need to make good progress. Staff use additional funding well to provide children with extra support. For example, some children benefit from regular sessions with a qualified teacher. These sessions focus on their individual learning needs, such as building their concentration, communication and language skills.
- The manager works well with the staff to evaluate the effectiveness of the nursery. Staff have regular room and team meetings. Together, they reflect on practice and identify areas for further improvement. Overall, staff benefit from their supervision meetings with the room leaders and the manager. However, not all staff are confident in using peer observation to critically evaluate colleagues' teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

All staff regularly update their child protection and safeguarding training. The leadership team expects everyone to take responsibility for keeping children safe from harm. Staff know their duties and understand their role in keeping children safe. Leaders ensure that staff supervise children effectively and that they report concerns in a timely manner. As a result, leaders address issues quickly, drawing on input from external agencies when required. Staff are well deployed. This ensures that children who need support, guidance or encouragement have someone nearby who they can rely on.

What does the setting need to do to improve?

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

- strengthen staff's practice further to help them critically evaluate teaching skills and to help develop their practice to an even higher level.

Setting details

Unique reference number	EY252285
Local authority	North East Lincolnshire
Inspection number	10073167
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 7
Total number of places	178
Number of children on roll	193
Name of registered person	Palestone Limited
Registered person unique reference number	RP905759
Telephone number	01472822967
Date of previous inspection	12 January 2016

Information about this early years setting

Waltham Leas Pre-School registered in 2001. The pre-school employs 43 members of childcare staff. Of these, 36 hold appropriate early years qualifications at level 2 or above. This includes three who hold qualified teacher status and three who hold appropriate early years qualifications at level 6. The pre-school opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector carried out a learning walk with the manager and directors and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She 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 the directors. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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