

The Lemington Centre Pre-School



Lemington Clinic, Lemington Resource Centre, Tyne View, NEWCASTLE UPON TYNE,
NE15 8RZ

Inspection date	17 January 2018
Previous inspection date	15 October 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

- Children have a strong relationship with their key person. They are excited to see them on arrival and settle quickly. Children are happy, secure and behave well, which underpins their learning and development effectively.
- Partnerships with parents are strong. Parents are kept fully up to date with their children's development, next steps for learning and achievements. Parents are very appreciative of the support they receive and comment that they would have no hesitation in recommending the pre-school.
- Staff clearly and precisely establish children's starting points with parents when they first begin to attend. This helps staff to quickly identify any gaps in children's learning and plan appropriately for their individual needs.
- The manager and staff are highly motivated and passionate about the service they provide. They are well qualified and regularly complete training to build further on their knowledge and skills. They evaluate the provision well, taking account of parents' views and identifying areas to develop to drive standards to outstanding levels.

It is not yet outstanding because:

- At times, staff do not give enough consideration to ways in which they can further support children's developing mathematical skills during everyday activities.
- The new system for assessing children's progress is not yet fully embedded or monitored well enough to check that it accurately reflects how well children are doing and can be used to target teaching very precisely.

What the setting needs to do to improve further

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

- make the most of all opportunities to further increase children's understanding of size, quantity and number
- embed and monitor the new system for assessment to reflect children's attainment accurately and focus teaching incisively, to help children make consistently high rates of progress.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities in the pre-school to assess the quality of teaching and the impact it has on children's development. The inspector spoke to staff and children throughout the inspection.
- The inspector completed a joint observation of an activity with the pre-school manager.
- The inspector held a meeting with the manager. She looked at records and documentation, including evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their comments and views.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a robust understanding of child protection issues and ensure that children's safety is paramount. They use rigorous methods to promote the safety of children. Staff are deployed effectively and use comprehensive risk assessments to ensure the premises, toys and equipment are safe and suitable. Staff follow the procedures to respond, record and share information with parents regarding any accidents and injuries children sustain. The manager implements comprehensive recruitment, induction and ongoing performance management processes. Training is used effectively to develop the quality of teaching and learning. For example, staff use a variety of methods to promote children's communication and language skills, using knowledge gained through training. Effective use of additional funding supports the good progress that children are making.

Quality of teaching, learning and assessment is good

Staff know the children well. They talk confidently about children's current levels of development. They plan activities that they know the children will enjoy, incorporating what they need to learn next. They play with the children at their level and create a fun atmosphere. Staff deliver activities in small groups to help develop children's communication and language skills. This is particularly effective in building confidence in children. Children keenly engage in singing songs and rhymes. They often initiate songs of their choice and staff join in with them while engaging in other activities. Staff effectively support children's early literacy skills and provide children with a variety of tools to experiment with making marks. For example, children use twigs they have collected to draw in paint and flour.

Personal development, behaviour and welfare are good

Staff ensure that children benefit from regular outdoor play and encourage them to think about how to stay healthy. For example, children talk about the clothes they need to wear to stay warm and dry, and are encouraged to dress themselves. Children enjoy healthy snacks. Staff skilfully use this time to support children's social skills as they sit and chat about events that day and excitedly talk about the snow. Children develop a good attitude to learning. Staff ensure that children learn about other cultures through a variety of experiences. For example, they learn about a range of festivals.

Outcomes for children are good

All children, including those in receipt of funding and those who have special educational needs and/or disabilities are motivated to learn. As a result, they are making good progress from their starting points. Staff build on children's interests and give them time to explore and develop their own ideas. Children benefit from close staff interaction and become immersed in play and learning. Children particularly enjoy developing their creative and role-play skills. In the role-play area they use the cooker and crockery to make dinner for the staff. Children are developing key skills to support their future learning.

Setting details

Unique reference number	EY460642
Local authority	Newcastle
Inspection number	1105511
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	2 - 3
Total number of places	24
Number of children on roll	48
Name of registered person	HealthWORKS Newcastle
Registered person unique reference number	RP532451
Date of previous inspection	15 October 2014
Telephone number	01912641959

The Lemington Centre Pre-school registered in 2013. The pre-school opens Monday to Friday from 8.45am until 11.45am and from 12.30pm until 3.30pm, during term time. There are currently six staff working directly with the children, all of whom have an appropriate early years qualification at level 3 and above. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

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