

Inspection of Lymington Centre Pre-School

Lymington Community Association, New Street, Lymington, Hampshire SO41 9BQ

Inspection date: 16 December 2019

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

The manager has a clear, ambitious vision for the setting, that staff understand and share. Children are happy, engaged and share positive relationships with their key workers. Staff understand children's individual learning needs and use these to successfully plan for them. Staff show consideration and kindness towards children. In turn, children mirror this and help each other with challenging tasks. Children play cooperatively with each other and draw on their own experience when playing. For example, they build on their interest in doctors and people that help them, to create a shared hospital role-play scenario. The setting is at the heart of the local community. Children understand their place within the community and have many opportunities to engage with local events. The community centre has worked hard to ensure that the setting is an integral part of its programme. The board of trustees has a strong vision for the development of the setting and provides resources to support this. It has been creative with its use of space in the setting, and has identified areas of the environment that could improve further and has ambitious plans for this. Parents are positive about the setting, particularly the caring, nurturing approach staff take.

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

- Staff understand the importance of knowing and planning for children's individual needs. They build on children's existing knowledge to help them develop further.
- The manager has identified the development of early communication skills as a key priority. Staff are accessing training that will help to build on their skills and knowledge. However, the design of the curriculum does not yet have this fully embedded.
- Children benefit from a wide range of resources, indoors and outside.
- Staff model language well, which helps children to develop their skills. Children positively engage in discussion with both adults and peers.
- Staff assess children throughout the day and, as a result, have a robust knowledge of their individual achievements.
- Parents know what their children have achieved during the day. Staff provide parents with information that helps them to extend this learning at home.
- Children who are due to start school have been well equipped with the skills they will need. This includes independence, social skills and confidence.
- Children enjoy joining in with familiar stories, particularly those with actions. For example, children join in energetically with a session based on a story about going on a bear hunt.
- Children behave well and understand the expectations of them. For example, prior to snacks, children wash their hands and find their own cups and plates.
- Children play together positively, supporting each other to extend their activities.

For example, when playing with a mathematics activity, two children changed the rules to make the game more challenging.

- Children are positive towards their learning and remain engaged throughout the session.
- Some children who have personal play plans do not always benefit from the learning opportunities on offer. For example, there are opportunities for additional support that would further develop children's concentration on activities in which they are interested.
- Staff work hard to ensure children understand similarities and differences, particularly across their local community.
- Children are confident and engage with adults. For example, several children spent time playing with a visitor and explaining what they enjoyed doing.
- The setting has a well-established key-person system. Parents know their child's key person and appreciate the extra effort staff make to offer support and information.
- The manager has developed an effective learning culture throughout the staff team. However, this could be further developed to give all staff a deeper understanding of early language development.
- The manager acknowledges the pressure the team faces and she works hard to minimise the impact.

Safeguarding

The arrangements for safeguarding are effective.

The manager understands the setting's responsibilities for protecting children. She makes sure that all policies and procedures are in place and that staff know them. Staff access training that helps them to understand the processes and protocols that support their safeguarding practice. Staff work closely with parents and external agencies to support vulnerable children. The setting has developed a culture of openness among the staff, who are confident to speak with the manager and trustees about any concerns.

What does the setting need to do to improve?

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

- explore ways to further support children to develop their concentration on activities in which they are interested
- target staff training and development opportunities more precisely to deepen knowledge and understanding of early language development.

Setting details

Unique reference number	154764
Local authority	Hampshire
Inspection number	10063181
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	36
Name of registered person	Lymington Community Association Board of Trustees
Registered person unique reference number	RP905044
Telephone number	01590 672337
Date of previous inspection	13 October 2015

Information about this early years setting

Lymington Centre Pre-School registered in 1968 and is managed by the community board of trustees. It operates within the community centre in Lymington, Hampshire. The pre-school is open for 43 week per year. It provides funded early education for children age two, three and four years. There are seven members of staff. Of these, six hold relevant early years qualifications ranging from level 3 to level 6.

Information about this inspection

Inspector

Anthony Harper

Inspection activities

- The inspector observed a range of activities across the setting, indoors and outdoors.
- The inspector met with the manager and discussed the intent of the curriculum and the impact of teaching on children's learning.
- The inspector spoke with staff and children about their experiences of the setting.
- The inspector spoke with parents and reviewed children's development records.
- The inspector reviewed a range of children's records and planning documents, policies and procedures, evidence of staff suitability and other relevant documentation.

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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