

University Of Central Lancashire Pre-School Centre

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

University Of Central Lancashire Pre-School Centre was registered in 2011. It operates from a purpose built unit within the university in Preston. The pre-school serves the staff and students of the university and also the community. There is an enclosed area for outdoor play.

The pre-school opens Monday to Friday for 49 weeks a year. Sessions are available from 8.30am until 5.30pm which children attend for a variety of sessions. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 90 children at any one time, all of whom may be in the early years age range. There are currently 78 children attending who are within this age range. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs 15 members of childcare staff, all of whom, hold appropriate early years qualifications to at least level 4. One member of staff has achieved Early Years Professional Status and one member of staff holds Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play and learn in a safe, extremely exciting and stimulating environment with a wide variety of appropriate resources and staff who are enthusiastic and knowledgeable. Overall, staff promote children's learning well and highly effective systems ensure children's health and welfare are a priority. Positive partnerships with parents and other professionals involved in the children's care support their individual needs and progress well. The nursery has effective monitoring systems and demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the use of observations and assessments to inform planning and identify learning priorities for each child so that it is consistent throughout the nursery.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because staff have a good knowledge of local safeguarding procedures. The manager ensures all staff

are well informed about child protection through rigorous training and induction. Robust recruitment procedures are in place to ensure all adults are appropriately checked and suitable to work with children. Stringent arrival and collection procedures and electronic swipe cards on the front door ensure children are protected from any unsuitable people. Daily safety checks and risk assessments are conducted in all rooms to eliminate or manage hazards.

The managers have a clear sense of purpose and ensure this vision is cascaded to the dedicated staff team to ensure the environment is extremely well organised. Children are encouraged to make choices, as they freely explore the learning areas. Consequently, children are active participants in their learning, thrive and make good progress. There is an excellent range of resources for children to choose from, including construction, small world and sensory objects that effectively challenge and stimulate children. Continuous professional development is a priority for the setting, resulting in a knowledgeable team who are focussed on promoting positive outcomes for children. A comprehensive range of self-evaluation systems have been implemented which ensure targets for future improvements are identified and acted upon. For example, a new parent's room is currently being set up to further strengthen partnerships.

The setting works hard to involve parents in their children's learning and uses a range of methods to support this, such as, daily diaries and parent's evenings. Kind comments from parents is evidence that they are happy with the service they receive. For example, parents state that the pre-school is fabulous and they are amazed at some of the activities their children do. Staff obtain useful information about each child, such as, what they can do themselves as well as their dietary and personal care needs. This means that parent's wishes and children's individual needs are effectively met. Parents are invited into the pre-school to further enhance children's learning experiences. For example, parents read stories and introduce children to a variety of languages and cultures. The nursery offers sensitive and caring support to children who have special educational needs and/or disabilities and works alongside other professionals to ensure they are fully inclusive.

The quality and standards of the early years provision and outcomes for children

Children are very happy and confident. Good levels of continuous verbal interaction and emotional support ensure children thrive in the pre-school's care. Children demonstrate they feel safe as they confidently talk away to adults. Regular visits from the community police officer also contribute to children being safe as they learn about stranger danger. Children are secure in the settings routines and happily tidy up at the end of sessions. As a result, children develop excellent self-help skills.

The staff have a good understanding of the Early Year's Foundation Stage and use this effectively to support children in their learning most of the time. However, this is not always consistent and as a result some of the planning does not fully recognise children's individual interests. The impact is minimised because the staff

know the children well. The children's learning outdoors is very well-supported, they show a high level of curiosity as they investigate the ladybirds and discuss their lifecycles. These activities introduce children to a rich vocabulary of words and promote questioning skills and shared thinking. A good range of multi-cultural resources also supports children in developing and valuing diversity within the wider world. Mark-making activities are continuously available, both indoors and out. As a result, children are developing their early writing and drawing skills and are confidently beginning to form recognisable letters.

Children have access to a wide range of activities to promote good problem solving, reasoning and numeracy skills. The staff encourage children to count at every opportunity. For example, children count each other as they line up to go inside. There is a wide range of resources to support their development, such as board games, jigsaws and number lines. Computers are always available for the children, which they access independently. There are two interactive white boards and digital cameras that are effectively used ensuring children develop good skills for the future.

Children's health is given a very high priority within the setting. Staff ensure there are rigorous cleaning routines in place. Secure sickness and exclusion policies also contribute to the prevention of cross infections. The pre-school offers children healthy choices of fruit and well-balanced meals and water is always available. Children grow vegetables, such as potatoes, carrots and onions, which they eat at mealtimes and further enhance their knowledge of healthy eating habits. The children readily wash their hands before snacks and after playing outdoors because appropriate hand washing routines are very well-established. Children are able to get out in the fresh air daily and benefit greatly from the well-planned space which includes an assortment of large equipment, such as the balancing beam and slide. They develop good physical skills in walking, running, jumping and climbing because they make use of a variety of resources to test and challenge their skills.

Children are well-behaved in the pre-school. This is because staff are good role models and have a range of positive strategies in place to support this. For example, they offer them lots of praise and encouragement and children receive certificates for reaching the top of the beanstalk. Children's views are valued within the setting which ensures they are active participants. Children's independence is fostered to ensure they make a positive contribution to the setting.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met