

Feniscowles Pre-School

Feniscowles Methodist Church, Preston Old Road, BLACKBURN, Lancashire, BB2 5ER

Inspection date

22/11/2012

Previous inspection date

20/06/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are supported in becoming independent and ready for the next stage in their learning. They are developing secure attachments with their key person and are settled and happy.
- Staff are very clear about their role in protecting children and are fully aware of the setting's policies and procedures for keeping children safe and secure.
- Staff are very effective at managing and supporting children's good behaviour, resulting in children being able to listen, respond to instructions and to understand what is expected of them.

It is not yet good because

- There are inconsistencies in the degree of adult interaction to support children in their day to day play in order to strengthen and deepen their current learning and development.
- There is insufficient monitoring of children's progress across all aspects of the seven areas of learning and, an uneven balance of adult-led and child-initiated play experiences offered to ensure all children are able to make the most of their learning.
- Systems for evaluating the effectiveness of the provision are not sufficiently robust to accurately identify the targets for improvement and how these will be achieved.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the pre-school and quiet room. The inspector also viewed the outside learning environment and viewed equipment and resources.
- The inspector held meetings with the manager and registered person of the provision and members of staff, including key persons.
- Prior to visiting, the inspector viewed the providers details and information on the setting.
- During the inspection the inspector viewed children's assessment and planning records. Regulatory documentation regarding adults suitability, children's details and information regarding the setting was also viewed.

Inspector

Janet Singleton

Full Report

Information about the setting

Feniscowles Pre-School was registered in 1967, and re-registered in 2001. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is situated in the Feniscowles area of Blackburn with Darwen and

is managed by a voluntary committee. It operates from a large hall and smaller group room within the Feniscowles Methodist Church and serves the local area. There is a fully enclosed area available for outdoor play.

The pre-school employs eight members of child care staff. They all hold appropriate early years qualifications at level 2 or level 3. The pre-school opens Monday to Friday term time only. Sessions are from 9am until 12noon. There are currently 27 children attending who are within the early years age group. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- shape teaching and learning experiences by; - increasing the emphasis of adult interaction given to support children's spontaneous play and chosen activities throughout the day; - increasing reflection and monitoring of children's progress across all aspects of all seven areas of learning and development
- develop the educational programme by effectively planning for a mix between adult-led and child-initiated play in order to provide a challenging and enjoyable experience for all children.

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

- develop and review the evaluation process to clearly identify and prioritise targets for improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are cared for in a secure and safe setting. They play and enjoy their learning at the pre-school where they make choices and decisions regarding what they want to do and how they want to spend their time. Staff ensure resources to support all planned activities and topics are available to them. For example, mark making, construction, malleable and role play activities are available for the children to choose from.

Staff observe and assess children and complete the record of their learning journey. These contain annotated photographs and examples of the children's work and the observation

and assessment of the progress they are making. This allows practitioners to generally assess where children are in their development. Children's next steps are identified and used to shape the future activities to be provided. However, staff are not assessing children's progress against all of the seven areas of learning, and so cannot be sure that all aspects have been covered and that any gaps have been identified. In addition, staff do not sufficiently monitor the planning of activities to ensure an appropriate balance of adult-led and child-initiated activities takes place. Currently, children are mostly leading their own play which results in some opportunities to extend learning being missed.

Children move freely throughout the setting and take resources with them. They push the fire engines around the room and make the accompanying 'nee noo' noises to signal the engine is on its way. Staff support children in their communication and language skills as they sit with them and engage them in discussion about what they are doing. However, staff interaction is inconsistent and, consequently, some opportunities to fully support and extend children's thinking are missed. For example, on occasions learning opportunities are not supported, such as helping the child succeed in making the jigsaw. Children use their imagination when actively engaged in the creative community activity. They work together, interpreting their knowledge of the world around them and where they live onto large pieces of paper securely taped to the floor. They develop their communication skills as they use expressive language; talking about where they live and describing their family's car. They describe vehicles and laugh together, drawing their car and the 'talking truck' onto the road. They develop their coordination and pencil work as they draw their representations. At registration, children learn that numbers have meaning as they count the children who are present. They play well together; for example, working together to build a train track. They line trains up and they talk about the gaps in the line as they recognise the differences. Children have access to books and take part in regular story time sessions. Children are also developing those skills necessary for their future learning, such as writing their names on their cards, confidently naming colours and numbers and singing loudly and with gusto.

Parents have appropriate opportunities to be involved in their child's learning. The record of their child learning is agreed with them, and this helps to keep them informed and up to date with what their child is doing at the setting. They attend parents' evenings, where they discuss and comment on their child's progress. Regular newsletters are sent to inform parents of the topic and themes planned to support children's learning, and they speak to their child's key person daily. Comments from parents are positive and they say they feel they are well informed about what is taking place and believe their children are progressing.

The contribution of the early years provision to the well-being of children

Children are very secure and settled. They are supported by consistent routines and the positive relationships developed with key persons. Staff are kind and caring and have a positive concern for children's safety and well-being. Staff greet children on arrival and make them feel welcomed into the setting. Children's good behaviour is fostered as they

readily listen to adults and respond appropriately. Through strategies, such as raising hands, children know it is time to calm down and remind each other to be still and listen. Self-help skills are promoted as children readily prepare for their snack and manage their own needs in the bathroom. They decide what they want for snack and make choices, from such things as a healthy banana or apple. They enjoy sitting together at their tables and chatting about the morning; developing table manners and social skills. Children are extremely polite, ask for things nicely and saying 'thank you' at all times.

Praise is used consistently and meaningfully at all times by staff which means children feel valued and their contributions are noted. The effect of positive praise is that children develop a strong sense of self-esteem and their confidence is promoted. This helps prepare children for the next stage in their learning and their progression onto school. Their health and safety needs are developed as they are reminded to put their hands over their mouths when they cough. This resulted in all children coughing and showing how they can cover their mouths as they talked about germs. They are supported to move their chairs after registration and talk about being careful and carrying them safely. Opportunities for children to develop their physical skills are provided with access to the secure outdoor area.

The effectiveness of the leadership and management of the early years provision

The manager and management committee understand their role in regard to the requirements of the Early Years Foundation Stage. A range of appropriate policies and procedures are in place and systems to support the safe and secure recruitment of staff are implemented. This results in staff being suitable, cleared and qualified to care for children. Procedures for safeguarding children are in place and staff are confident about who to report any concerns to. All required details are contained within the comprehensive safeguarding policy. Monitoring of staff and their performance is achieved through supervision and observation of their practice. Training is encouraged and new staff members undertake an induction into the setting.

The manager has begun to evaluate the provision and has identified some strengths and weaknesses. However, this is not fully robust as there are no clear plans for how weaknesses are to be addressed and no targets set for how improvements will be achieved. Parents are consulted when their child starts at the setting and they contribute information about their child through the daily discussions held at collection times. Strong links are made with the local school and the setting acts as a link between schools, childminders and home, when relevant. There are clear arrangements for ensuring external agencies can become quickly involved when necessary, and this ensures that appropriate intervention can be sought for those children who may need additional support. This means a consistent approach to children's care is in place.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	301689
Local authority	Blackburn
Inspection number	818644
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	25
Number of children on roll	27
Name of provider	Feniscowles Pre-School
Date of previous inspection	20/06/2011
Telephone number	01254 728 943

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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