

Children R Us Preschool

1a Alder Drive, Hoghton, PRESTON, PR5 0AD

Inspection date

Previous inspection date

29/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 3

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

- The setting is very welcoming and staff have a warm and loving relationship with the children, which means they are happy and feel safe. Staff encourage them to be healthy, well-behaved and be independent learners.
- Children show good levels of concentration, particularly when using their imaginations and participating in mark making and writing activities. This helps them develop skills to support their transition to school.
- All children are generally working comfortably within the typical range of development expected for their age and as a result, are making satisfactory progress in their learning.

It is not yet good because

- Observation, assessment and planning is not used as effectively to build on what children already know to ensure that they make the best possible progress in their learning and development.
- Self-evaluation lacks rigour and does not make strong links between identified priorities and plans for improvement, in order to drive the development of the setting.
- There is scope to improve the outdoor area so that children can access large apparatus to develop their climbing skills.
- Information sharing is not routinely successful in helping all parents support children's learning at home, which does not fully enhance children's progress.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had a tour of the premises and observed the range of equipment and the outdoor learning environment.
- The inspector observed children within the setting, their interaction and involvement with the staff and their peers.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.
- The inspector spoke to staff, the manager, and registered provider at appropriate times throughout the inspection.

Inspector

Ferroza Saiyed

Full Report

Information about the setting

Children R Us Pre-school registered in 2012 on the Early Years Register. It is located in the village of Hoghton, near Preston, Lancashire and is managed by Children R Us partnership. The setting serves the local area and is accessible to all children. The setting is situated above three shops in the village and operates from a main playroom, dining/computer room and there is a fully enclosed area available for outdoor play. The setting primarily takes children from the local area.

The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or 3. Advice, support and training is gained from the local authority.

The setting opens Monday to Friday term time only, from 9am until 3pm. Children attend for a variety of sessions. There are currently six children attending who are in the early years age group. The setting provides funded early education for two-, 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:

- improve assessment and planning so that individual children's next steps in their learning are consistently used to inform future planning and to more accurately identify children's progress towards the early learning goals.

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

- develop children's physical skills further, for example, by providing more challenging activities in the outdoor area, such as large climbing apparatus
- increase ways of encouraging parents to share information about their views about what their children can do and their learning at home
- improve the use of self-evaluation to set challenging targets for improvement by including the views of parents, staff and children.

Inspection judgements

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

Staff have appropriate understanding of the learning and development requirements. They are aware of what children in their care can do and have a satisfactory understanding of child development. They observe children as they enjoy child-initiated play and give them enough support to satisfactorily promote their overall learning and development. All children are generally working comfortably within the typical range of development expected for their age. Staff carry out observations and make assessments of the progress children make. This helps them to get to know the children but is not always used successfully to shape and guide the planning of activities to make sure children's individual learning needs are well met and activities are always precisely matched to their needs. As a result, children make satisfactory, rather than good, progress. Staff share daily general information with parents about their child. However, parents do not have many opportunities to share information about their child's learning and development at home, in order for staff to make effective use of this when planning activities, so that children's progress is further enhanced. Staff are aware of the progress check at age two and are developing their knowledge of this to ensure that it can be completed when appropriate.

Children particularly enjoy role play and use their imaginations very well. They sit at the dressing table, and quickly become very busy with brushing their hair and their dolls. They use a pretend hairdryer and use various clips and hair band and understand the purpose of the equipment. For example, they use the hair dryer to blow dry their hair, and decorate their own and staff's hair with clips and hair bands. Children benefit by being able to make meaningful connection in their learning, linking what they know or have experienced. They enjoy stories, predicting what happens next and finding out about the characters in the books. Children clearly enjoy writing, drawing and making marks on paper and have many opportunities to recognise familiar words, such as their name. Some children are able to independently write and spell names accurately. This helps prepare them for reading and writing when they start school.

The setting provides children with a range of resources that promotes positive images of today's society. Therefore, children learn about the differences in people's lives and celebrate cultural festivals. Children use their developing language skills confidently and become animated when talking to staff and expressing their ideas. For example, they ask staff to hide the dinosaur behind the mountain, and make a roaring noise because it needs rest. They ask how, what and why questions of staff and actively seek information regarding their play. For example, they want to know what the hole in the mountain is called and staff introduce them to new words, such as 'volcano' and 'lava'. Staff promote children's communication skills by asking open-ended questions, such as 'What if' and, 'What do you think?'. Children show a genuine interest in mathematical concepts, such as shapes and colours. They count the number of raisins on their plates, do simple addition and count backwards with confidence as they play hopscotch. This means children gain the skills for the next stage in their learning. Staff praise the children and they beam with delight at their achievement.

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

Children show a strong sense of security and belonging within the setting. They are closely supervised by staff, who are very attentive to them. For example, they sit on the floor with the children and get involved in their activity, or children sit on their lap when listening to stories. When staff offer specific activities, the children eagerly join in because they thoroughly enjoy their positive and genuine interaction with them. Consequently, learning is satisfactorily facilitated due to children's emotional security. Staff know all of the children as individuals and their different needs. All children make steady progress in their learning because they enjoy coming to setting, have fun and have very good relationships with their key person. Staff support children to develop a sound understanding of keeping themselves safe. For example, they use simple tools, implements and toys safely, and can talk about how to keep themselves safe in an age-appropriate manner. They learn how to use play equipment safely. Staff provides opportunities for children to learn about fire safety by practising the fire evacuation procedure so that children know what to do in an emergency.

Staff satisfactorily organise the setting so that children are able to move freely around all areas, depending on the activities they are involved in. The wide range of quality toys and resources is stored at the children's level. This gives them independent access and choice in their play and learning. Children freely access outdoor play. They enjoy playing throwing and catching the ball, and pretend to cut the grass using the toy lawn mower. Most children are competent at stopping, starting and changing direction. However, there are insufficient opportunities for children to access large apparatus, which means children are not able to fully develop or practise their large motor skills. They practise their fine motor skills as they readily use scissors and small tools with confidence and skill, to increase their hand-eye coordination.

Children stay healthy because the setting has effective procedures and daily practices which meet the children's physical, nutritional and health needs. They are familiar with simple hygiene routines to encourage hand washing at appropriate times, such as before eating and after personal care. Children enjoy healthy snacks and have a good understanding of healthy eating, they are keen to inform the visitor that 'milk comes from cows and makes teeth strong'. Mealtimes are pleasant social occasions when the children sit together at low tables and chairs, using appropriate cutlery. All children are encouraged to serve themselves at snack time which supports their individuality and confidence. Staff place importance on encouraging independence and self-help. This means they are developing suitable skills for when they start school.

Children learn about good etiquette and social manners, as they are encouraged to say 'please' and 'thank-you'. Children are learning to share, take turns and be kind during their play. Their good behaviour is actively encouraged through positive role modelling. Staff are quick to praise and build self-esteem and as a result, children develop the self-confidence to participate and experience a range of learning activities. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the setting and sharing resources.

Generally, good relationships are established with parents from the start of their child's placement. Staff obtains information regarding children's care so that they can plan for their daily routine accordingly. This helps to ensure that their individual needs are met and their well-being is promoted. Staff appreciate children's care routines and combine them into their day to aid their transition from home. Therefore, their individual care needs are appropriately met.

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

Staff and management understand and implement the safeguarding procedures. They receive training on child protection issues and have a clear knowledge of the procedures to follow if they are concerned about a child. Children are supervised at all times. All required documentation is completed on a daily basis to support and promote children's safety and welfare. For example, staff record children's attendance, accidents and any medication and share this information with parents. Daily checks and risk assessments provide children with a safe, clean and secure environment in which to play. These are used to identify any aspects of the provision that need attention.

Induction and ongoing appraisals ensure children are cared for by adults who understand their roles. Systems to check the suitability of staff are secure. Staff work well together and show a commitment to personal development through training. The management has a satisfactory understanding of the learning and development requirements. However, monitoring and evaluation of activities and of children progress is not consistent. Assessment does not always effectively inform planning. However, the management is keen to improve their service and has begun to identify some areas for improvement. They attend the cluster meeting to share and discuss practice and seek advice from the local authority advisor. However, the system for self-evaluation is in its infancy, which means priorities for development have not been fully identified in order to promote good learning opportunities for children. Furthermore, parents and children's views have not been incorporated, to ensure any changes made to the provision, take account of their views and opinions.

Staff have developed generally good relationships with parents. A daily two-way sharing of information keeps parents suitably informed of their children's routines and welfare. For example, daily exchange of information is shared, informing parents of activities children have been involved in and food they have eaten. However, the two-way sharing of information about children's learning is less well developed, therefore parents have few opportunities to contribute to these to further aid planning. Parents spoken to at the time of the inspection were all very complimentary about the provision. They comment on how well they feel they are kept informed and the friendly, approachable team of staff.

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 action. 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	EY455660
Local authority	Lancashire
Inspection number	891728
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	6
Name of provider	Children R Us Preschool Partnership
Date of previous inspection	not applicable
Telephone number	07528 575088

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

