

Lea Community Pre-School

Greavestown Lane, Lea, PRESTON, Lancashire, PR2 1PD

Inspection date

Previous inspection date

09/09/2013

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

- Children are happy and settled, as a result of staff spending time getting to know the children and their families during induction sessions.
- Staff work closely with other professionals including the children's centre. As a consequence, children and families are supported effectively.
- Children engage well in new learning situations. The move to school is managed well due to the positive relationships between the two staff groups.
- Children are effectively supported in learning to share and take turns. Consequently, they play cooperatively with their peers.

It is not yet good because

- Staff do not make effective use of observation and assessment to help children make best progress. The monitoring of the planning is not rigorous enough to make sure it challenges children appropriately.
- There is no effective supervision of staff to promote the interests of the children.
- Children have limited opportunities for outdoor play. Consequently, this affects the development of their physical skills and some aspects of their understanding the world.
- Children are not always able to use suitable equipment to support their learning because resources are not well maintained and presented.

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 observed activities in two playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision and the provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability of practitioners working with the children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a joint observation with the manager.

Inspector

Susan Hawitt

Full Report

Information about the setting

Lea Community Pre-School was registered in 2003 and is on the Early Years Register. It operates within Lea Community Primary School. The provision is run by an organisation. The children have access to the hall, two classrooms, bathroom facilities and an outdoor play area.

The setting employs seven members of childcare staff who work directly with the children, four members of staff have a qualification at level 3, two members of staff have a qualification at level 2, and one member of staff is unqualified.

The setting opens Monday to Friday from 9am until 12 noon, and 12 noon until 3pm during term time. There are currently 35 children on roll. The nursery 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:

- implement appropriate arrangements for the supervision of all staff to ensure practitioners are supported in their work with children and families
- improve the use of observation, assessment and planning to ensure activities are linked to children's developmental stage, in order to shape learning experiences for all children and help them to make better progress.

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

- increase the opportunities for more outdoor play in order to develop children's curiosity in exploration and develop their physical skills and understanding of the world
- improve the maintenance and presentation of resources, including natural and open-ended materials, to ensure children have access to good quality equipment in order to enhance their learning and give them more opportunities for exploration and experimentation.

Inspection judgements

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

When children first attend the nursery the staff allow them to settle-in before the key person is selected based on children's preferences. Planning includes 'getting to know each other' allowing children time to make relationships with their peers and staff as well as settling-in to new routines. Children support each other well, for example, children who have been at the setting previously support the younger ones to collect a plate for snack. Prior to starting the nursery parents and children are invited to induction sessions. Parents can come and stay with their child for as long as is necessary. As a consequence, children separate well from their parents. There is an open door policy. For example, parents are welcome into the nursery at any time.

The nursery staff work closely in partnership with parents. On entry staff collect appropriate information about the children when they start. For example, an 'all about me' form is completed which includes information about children's interests. This gives staff valuable information about each child. The staff share information with the parents as they chat daily. However, sharing information with parents about children's progress is inconsistent. There is a 'magic moments' board, to encourage parents to share information about their child's learning and development at home.

Staff undertake regular observations and use relevant guidance to track children's progress and plan for their individual next steps. However, the planning is not rigorous enough to support children effectively and some activities lack challenge for some children. The completion of summative assessments and the progress check at age two means staff can identify progress children are making and if there are any gaps in learning. The staff work closely with other professionals, for example, the local authority inclusion officer and the speech therapist. As a result, children are making satisfactory progress in their learning and development and receiving appropriate timely intervention. The staff meet regularly with the Reception Teacher to discuss the progress the children are making. This ensures the assessments are accurate and children are acquiring the necessary skills they need to be ready for their next stage in learning, especially school.

Staff encourage children's interests and engagement by sitting with them and supporting them as they play. For example, staff extend children's thinking and communication by asking open-ended questions about what they are thinking and what happens. Staff praise the effort children are putting in to their artwork, encouraging a 'can do' attitude. The children happily show their reward stickers they have received for doing something helpful for others. Children show confidence and are happy to explore the environment which includes activities, such as water, sand and play dough. There is a variety of resources in the water area of different sizes and shapes to encourage mathematical concepts. Staff sensitively remind children to wear an apron when playing in the water. There is a variety of tools to use with the play dough and writing area encouraging physical development and early writing skills, however, pencils are not sharpened. Children are happy to ask for help, for example, when they need a piece of paper to make marks, staff respond to their request. Resources are well labelled and are easily accessible. However, there is a general

lack of natural and open-ended resources indoors. For example, in the role-play area in the room for two-year-olds, there are no resources for children to reflect on real life experiences, such as cooking and washing the dishes.

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

Effective arrangements for settling-in new children mean that the transition from home to the nursery is smooth and the children settle well. Children are given time to get to know each other and the staff before the key person system is organised. Parents are particularly complimentary about the settling-in arrangements. Staff pay particular attention to measuring children's well-being and this enables staff to identify children's personal, social and emotional development. Close relationships between staff in the school prepares children well for their transition into Reception.

Some of the resources are in a poor state of maintenance. For example, pencils are not sharpened, batteries have not been replaced and the roof of the outside play house has come off. This means that children are not always able to use attractive and appropriate resources which are fit for purpose to support their learning.

Children have access to a secure outside area where they have access to fresh air and can initiate their own play. Children learn how to weed the garden and vegetable patch. Staff talk to children about the changes in the plants during the summer holidays, as a consequence, children are learning about healthy lifestyles. Children are developing self-confidence and self-awareness as they are encouraged to attend to their own personal needs, for example, taking their coat off if it is too hot. Children have the opportunity to manage their own risks as they balance on the bridge and climb the steps. Staff are vigilant and on hand for support. Children are able to explore the outdoor environment independently. For example, they ride on bikes, transport wood from one area to another, sit and chat with a friend on the lovely seats or hide underneath the willow tunnel. However, the outside area is not always used to its full potential.

Children are encouraged to develop appropriate self-help skills through daily routines, such as washing their hands before lunch and snack and after using the toilet, which helps them to learn about good health practices. Children are encouraged to get their own plate and cup for snack. Children are sensitive to others' needs, for example, older children tell staff when another child needs a cup and plate. Staff do not always sit with the children during snack time and so there are missed opportunities to promote counting and early mathematical skills through counting children, plates and cups. Staff give children time to choose their own snack from a range of healthy options, however, children are not encouraged to pour their own drinks. Children independently tidy away their own cups and plates when they have finished. This encourages children to be independent in their learning as they make choices for themselves and begin to adopt good habits for the future.

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

Management and staff have a sound understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. There are effective systems in place to monitor children's well-being and any concerns are recorded confidentially, these are monitored regularly by the manager. Risk assessments are fully in place and are reviewed regularly. A daily checklist is carried out to ensure the premises are safe and secure. Practitioners have a good understanding of safety. For example, there is always a member of staff at the door when children and parents are arriving. All staff have completed safeguarding training and keep a confidential record of any concerns regarding children's well-being.

Children make suitable progress in their learning and development given their starting points as the manager and staff have a sound knowledge of how children learn. However, monitoring of the planning is not rigorous enough to make sure it challenges children appropriately. Regular meetings take place with the Reception Teacher to monitor the accuracy of children's assessments.

Members of the committee understand their roles and responsibilities with regard to management of the nursery. They are suitably involved to provide support and guidance to the manager and staff, which ultimately benefits all the children in their care. The manager and staff are committed to improving their knowledge and skills by attending regular training, which is identified through regular appraisals for all staff. However, staff do not have the opportunity for regular supervision. As a result, effective opportunities to discuss key children and families are missed. There are clear recruitment checks in place for members of staff. Management and staff are aware of their strengths and weaknesses and have completed a self-evaluation form which takes into account the views of parents.

The manager is working closely with the local authority advisor to enhance and further develop the provision for two-year-olds. The nursery works in partnership with other agencies, for example, the local authority inclusion officer. This arrangement provides appropriate timely intervention for children and enables the local children's centre to provide family support services. The nursery staff arrange regular coffee mornings to enable parents to talk about different topics including getting back into work.

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	EY248133
Local authority	Lancashire
Inspection number	819709
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	35
Name of provider	Lea Community Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01772 726408

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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, 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.

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