

Rishton Pre-School Learning Group

Norden High School & Sports College, Stourton Street, Rishton, BLACKBURN, Lancashire, BB1 4ED

Inspection date	10/02/2014
Previous inspection date	20/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 requires improvement

- Staff undertake appropriate observations of children and plan activities that generally support their learning. As a result, children are happy and make continuous progress in their development.
- Staff have a secure understanding of safeguarding and the importance of risk assessment. As a result, children are protected and kept safe from harm.
- Staff understand the importance of partnerships with parents to support children. As a result, children are settled and secure and form attachments with staff.
- Managers use the self-evaluation to reflect on all aspects of the pre-school and this identifies where improvements that benefit the children are needed.

It is not yet good because

- Assessment and tracking of children's progress and the progress check at age two, is not yet consistently embedded in practice to extend children's learning at all times.
- The daily routines are less effective in offering consistent challenge for all children at all times to extend their independence skills.
- Staff do not have relevant food handling training because the certificates and training validation has now expired to ensure they are competent to do so.

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 and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the chair of the committee throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the nursery's self-evaluation processes, ensured appropriate suitability checks were in place for all staff and undertook a joint observation with the manager.

Inspector

Karen Armstrong

Full report

Information about the setting

Rishton Pre-School Learning Group has been operating for more than 40 years. It is situated in the Primetime Centre, a community building adjoining Norden High School, in Rishton Blackburn. The pre-school is run by a management committee.

The pre-school has use of a large and small hall, and enclosed outdoor play area. In addition they have the use of a shared garden area. The Pre-school is registered on the Early Years Register. It operates from 8.45am to 11.45am five mornings a week for two, - three - and four-year-old children, during school term times only. There are currently 20 children on roll who are within the early years age group. The pre-school which employs three staff who work with the children, all of whom have relevant childcare qualifications at level 3. There is also support from two voluntary workers. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

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

- ensure that the progress check at age two is robustly and consistently implemented and shared with parents to ensure any need for early intervention is quickly identified so children continue to make progress
- ensure that all staff involved in the preparation and handling of food receive training in food hygiene.

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

- further develop children's assessment records to clearly show children's progress towards the early learning goals
- strengthen staffs practice and teaching skills, through effective monitoring to ensure children's needs are targeted and their progress is better monitored to extend their learning
- improve teaching to ensure all staff make full use of the daily routines to further promote children's critical thinking, in order for them to make better progress and to support their developing independence.

Inspection judgements

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

Staff have an appropriate knowledge of the Early Years Foundation Stage and activities are planned which generally support children in their learning and development, and readiness for school. The environment is well resourced and gives opportunity for the children to investigate. Educational programmes cover the seven areas of learning and staff mostly plan activities based on children's interests. Staff observe children as they play and as a result they are aware of children's likes and dislikes. For example some children have a particular interest in police, therefore visits from police officers, dressing up resources and creative activities have given children opportunity to extend their interests. However, although children's interests are considered there are missed opportunities to challenge children's learning particularly during routines, such as snack time and preparing for outdoor play which mean that not all children make good progress. Staff have systems in place to make assessments of children and programmes of work for individual children are supported by other professionals. For example a speech and language therapist works in partnership with the setting to support language development. Although systems to assess children's progress are in place they do not consistently identify next steps for children. Therefore, activities do not always reflect or shape challenging learning experiences for all children.

The quality of teaching is mostly sound because staff understand the children in their care. Children access resources independently and initiate their own play. For example, different role play opportunities are available and children use the resources in creative and imaginative ways. Staff appropriately support children through role modelling, playing with children and supporting early language skills. For example, at a painting activity there was opportunity to develop some critical thinking when children were asked open ended questions. However, staff do not always skilfully question children as they play, therefore opportunities to extend children's learning are missed particularly during child initiated play. There are opportunities for children to share books and stories as well as music and singing opportunities.

Staff have a sound knowledge of working in partnerships with parents. For example, the pre-school has recently gathered parent's views through parental questionnaires. This gave the opportunity for staff to consider how children's progress is reported. Staff are aware of the importance of building secure parent partnerships in order to support children's needs and offer a consistent approach. Appropriate communication methods are in place, such as, parents completing an 'all about me' when children first attend the setting, and daily verbal feedback with parents. The setting also has a regularly updated website providing parents with present information on the setting.

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

An appropriate key person system is in place and this means children build secure attachments which supports their well-being. New children are supported well into the

setting. For example, a parent shared that she was 'happy with the support her child was given when starting at the setting'. Staff take opportunity to speak to parents both at the beginning and the end of the session to discuss their child's day. Staff generally support children to play and learn together. For example, during a painting activity children were encouraged to explore and investigate in different ways. The setting's routines support children's emotional well-being, for example, snack time is enjoyed in small groups and supports children's social skills. However, there are missed opportunities to help children during some routines to practice skills to manage their own personal needs, such as, putting their own coats on before going out to play. However, mostly children are supported in preparing for their transition onto school or other settings.

Children learn about healthy lifestyles through daily access to the outdoor area as they use the appropriate range of resources to support their physical development. Opportunities are provided for children to use the large indoor hall and continue to develop their physical skills through adult led activities. Healthy snacks are made available and children come together in small groups for their snack. Some children are given opportunity to develop skills of independence, such as spreading cheese on their crackers. However, this opportunity is not given to the younger children to help them with developing their independence. The setting has been successful in completing the 'smile for life' healthy eating award. The light snacks of crackers and fresh fruit are prepared on site. However, staff have not received updated training in food hygiene to keep them up-to-date with best practice when handling or preparing food. That said, they know what good food handling is and the impact on children is limited. However, this is a breach of the legal framework.

Staff show a sound understanding of risk management. Daily safety checks are undertaken to minimise risks to children both inside and outside. Staff consider how to manage risk throughout the provision. For example, a keypad system is used on doors that access other parts of the building and a lock is put on the gate when the children are outside. Resources are age appropriate and are stored effectively so that children can choose their own toys and equipment as they initiate and enhance their own play.

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

Staff have a secure knowledge of safeguarding procedures. They attend safeguarding training and are aware of the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. New staff are informed during their induction of the safeguarding procedures. Staff supervise children well in the setting and so, consequently, children are suitably protected. For example, gates are always checked and locked before the children go outside and risk assessments are completed both indoors and outdoors before the children use the areas available to them. It was observed at the end of the session that staff ensure that the children go home with a known adult. Good safeguarding practices are in place, for example, there is a key pad entry code to gain access to the setting from other parts of the building. The manager always ensures that appropriate suitability checks have been undertaken before new staff start work in the setting.

Staff have a satisfactory knowledge of how to support children in their learning and development. The manager shows an understanding of the importance of monitoring practice to support the further development of the practitioners. The setting is working closely with the local authority to develop the practices and training has been organised in the future to enable staff to support two year olds more effectively. The manager shows an understanding of monitoring children's files and assessing children's progress and she shows a commitment in developing skills in peer observation which will support sharing information on good practice between practitioners. All this will help to identify gaps in children's learning so that effective support can be put into place when necessary. Staff training needs are discussed at appraisals at regular intervals. Teaching practice is satisfactory. Children make satisfactory progress in their learning and development, although, next steps are not consistently identified to maximise learning for all children.

The committee and staff have been proactive in addressing actions from the previous inspection. For example risk assessments are in place for the use of the outdoor area and for the use of new areas that have now become available to them. This does effectively ensure the safety of the children. The staff have time weekly to review their planning and observations of the children and the staff meet termly to update both weekly and medium term plans. The setting is regularly seeking views of the parents both verbally and through parental questionnaires the team are receptive to the views of parents. There is a commitment to staff training and development, and overall this shows a commitment from the manager and the committee to improving practice. Partnership working is in place and the setting is working closely with both the Local Authority Early Years team and a speech and language therapist. The setting has links with the local schools and the local Children's Centre. Parents are complimentary about the setting. For example 'my child is really settled, staff are friendly and I am able to talk to my child's key worker'.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	309443
Local authority	Lancashire
Inspection number	871859
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	20
Name of provider	Rishton Pre School Learning Group Committee
Date of previous inspection	20/04/2010
Telephone number	01254 889 444

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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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