

Little Brooks Pre school

Thornton cleveleys scout HQ, Marsh Road, THORNTON CLEVELEYS, Lancashire, FY5 2TY

Inspection date

27/01/2014

Previous inspection date

05/06/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	2
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	2

The quality and standards of the early years provision

This provision is good

- Staff give a great deal of careful thought to their choice of materials and equipment to support children's learning and play. As a result, the experiences on offer contribute positively to children's all-round learning and development.
- Children's safety is effectively promoted through good safeguarding and welfare procedures. Children are constantly supervised and cared for by suitable and skilled staff.
- Staff know the children and families well and provide a welcoming group in which children are secure, happy and confident to express themselves.
- Children's behaviour is good and they make independent choices about their play. This supports them in developing a positive attitude to learning.

It is not yet outstanding because

- There is scope to further improve the monitoring of practice, to ensure that trainees and volunteers are fully supported to deliver high quality teaching.
- There is room to build on the good arrangements for sharing information with other settings that children attend, in order to strengthen the partnership working to ensure children make the very best 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 observed activities and lunchtime in the main hall.
- The inspector looked at a sample of children's records and planning documentation.
- The inspector checked evidence of staff's suitability to work with children, the provider's self-evaluation form and self-identified development plan.
- The inspector spoke with the registered person, who is also the manager, individual staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Lynne Naylor

Full report

Information about the setting

Little Brooks Pre school was registered in 2012 and is on the Early Years Register. It is situated in a scout hut in the Thornton area of Lancashire and is managed by a private provider. The pre-school serves the local area and is accessible to all children. It operates from a main hall. Currently, there is no area available for outdoor play. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, including one with Early Years Professional Status. One holds a qualification at level 4 and one at level 3. The preschool opens Monday to Thursday from 8.50am until 3pm, during term time only. Children attend for a variety of sessions. There are currently 13 children attending who are in the early years age group.

What the setting needs to do to improve further

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

- monitor trainees and volunteers more closely in order to better support them in the consistent delivery of high quality teaching
- build on the partnership with other settings, in order that information sharing helps all parties to have a full picture of children's knowledge, skills and understanding, to help children make the very best progress.

Inspection judgements

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

Staff know the children well from their observations and from talks with parents. They know what children like to play with, their individual abilities, skills and the next steps in their learning. Staff effectively track each child's progress, which enables them to identify any gaps in their learning and take early action to secure support where appropriate. Assessment records indicate children improve consistently. This is confirmed by parents and carers spoken to at the inspection. As a result, children are all generally working comfortably within the typical range of development expected for their age. Children's good progress in physical, personal, social and emotional development ensures that they have the key skills needed for the next steps in their learning, such as moving on to school. Staff and parents speak daily and share what they know about children's learning. Verbal exchanges and other forms of communication keep parents well-informed about their child and the preschool. Staff clearly share children's progress with parents at the end of each day via a mobile phone application messaging service. Every half term staff and parents meet to discuss and agree children's next steps for development.

Staff are confident in their teaching and most of the time children's learning is very

effectively supported. Staff purposefully provide a wide range of rich resources for children to discover and explore. Children are keen learners who investigate what they find, such as natural and household items in the range of freely-accessible materials. This stimulates their senses and increases their awareness of their world. Children run their fingers through foam in bowls and on mirrors. These sensory experiences successfully motivate them to make marks with their fingers and encourage their early writing skills. Similarly, children concentrate well on self-chosen tasks, such as crushing dry pasta with their feet, painting at an easel, manipulating dough, drawing at the table and cutting different papers.

Children develop good speaking and listening skills. They purposefully go for walks in the local area to search for items and think of rhyming words. They also show a keen interest in literacy. They visit the local library, choose to look at books and listen to stories read by staff. Regular outings in the local area significantly increase children's awareness of their community and develop their understanding of the world. Children explore technology as they use simple machinery, such as hole punchers, torches and calculators. Children recognise numerals as they play with calculators and match numbers from their telephone directory to the telephone keypad as they pretend to ring people. Children enjoy simple experiences, which relate to their own culture and the culture of others. For example, at Chinese New Year they taste different foods and talk about the Chinese zodiac signs.

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

Every day staff thoughtfully set up the hall into smaller inviting areas. Children develop strong self-help skills as they move freely around and help themselves to a broad range of experiences. They recognise and manage their personal needs increasingly well, relative to their ages. They choose when to eat snack and indicate they have done so by displaying their name on the wall. They choose when to go to the toilet, even though for safety a staff member appropriately follows them. Children develop a good understanding of risks and how to manage them. They listen to stories with safety messages and enjoy well-linked activities around themes, such as fire safety. For example, they play imaginatively in the role play fire station with props, such as extinguishers they have made from craft materials. They dress in fire officer clothes and drive their cardboard box engine. Staff teach children how to use tools safely, for instance, scissors when cutting.

Each child has a staff member identified as a key person who supports them to become familiar with the setting, ensures their individual needs are met and builds a relationship with their parents. Children demonstrate secure attachments to staff and confidently interact with visitors, which demonstrates they feel safe, emotionally secure and self-assured. Children are given plenty of time and freedom to become deeply involved in activities they are enjoying. Children receive praise from staff for achievements and positive behaviour, which promotes their self-esteem and confidence. Staff use stories and photographs to help young children learn about a range of different emotions. Children are emotionally well-prepared for moving on to school due to the strong support from their key person. There is a growing relationship with the school next door and effective partnership working with other professionals and services.

Children gain an understanding of the need for physical exercise as part of a healthy lifestyle. They exercise and develop good coordination as they move their bodies at daily 'wake and shake' sessions. Staff are fully aware of each child's individual health or dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately. Children talk about healthy eating and the benefits of drinking water as they eat a packed lunch from home. Children enjoy additional planned activities, which effectively promote their physical development. They walk in the local area, practise climbing skills on equipment at the park and enjoy dance sessions held at the neighbouring school, led by staff from the children's centre.

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

The safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage are understood by the management and staff team. Following the last inspection, the provider took swift action to address all the actions required in order to effectively meet them. Good arrangements are now in place for safeguarding children. Robust recruitment and vetting, followed by in-depth induction and appraisal, check and monitor each staff's suitability to work with children. Evidence of checks, including from the Disclosure and Barring Service, are available for inspection to evidence their suitability. On a daily basis the clear policies and procedures are implemented consistently by staff, which protects the children well. The hall is kept secure at all times and access to the building is carefully monitored by staff. Regular risk assessments and fire risk assessments are made and evidence of public liability insurance is clearly on display. All the required details about each child are obtained before a child starts at the group, which ensures they are accessible in an emergency. Arrangements for safeguarding children within the pre-school and through work with outside agencies are good. All staff are briefed on child protection and have access to the appropriate phone numbers to ring if concerned about a child. Most of the staff are trained to a higher level in safeguarding and able to support other staff trained to a basic level. Outings are fully risk assessed before children are taken out and parents provide written consent for children to go on them. Staff use a useful tracking system to monitor the frequency and type of outdoor activities children have experienced. This ensures children have access to a variety of outdoor activities every day. Work is underway to make safe an area next to the hall in order to offer a daily free-flow to outdoor activities.

Regular supervision sessions enable staff members to reflect on their practice and identify future training needs. Peer observations are beginning to further help staff to learn from each other's best practice. The manager and staff have a wealth of skills and knowledge to deliver high quality teaching and learning. However, there are times when the performance of trainees and volunteers is not consistently monitored or supported to deliver high quality learning. As a consequence, although children are happily occupied at these times, they are not always learning at the highest level. Children freely choose activities from a wide range of accessible toys and books. Staff display an accurate understanding of children's skills, abilities and progress. They track children's progress and

the manager monitors the records to ensure accuracy. Together they identify the progress of individual children or groups of children and take appropriate action to close any gaps in children's learning. This supports all children to make good progress given their individual starting points and helps to prevent them being left behind.

The manager and small staff team work closely to build up the quality of their provision. They effectively identify the group's strengths and areas to develop and have positive improvement plans. Some priorities for development are based on the group's participation in the 'step into quality' award, provided from the local authority. Children are regularly asked what they like about the pre-school and parents' views are actively sought verbally and through questionnaires. Parents spoken to at inspection express how happy their children are to attend and are pleased with the progress they are making in their learning. Parents have access to a wealth of information on noticeboards and received electronically and in newsletters. Staff work increasingly well in partnership with the neighbouring school and the local children's centre. They join events in the school, such as dance classes. They have only recently had need to work in partnership with other settings children attend to effectively support individual children's learning. Understandably, therefore, there is scope for this partnership to improve, in order that all parties have a full picture of children's knowledge, skills and understanding, to help children make the very best progress.

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	EY456802
Local authority	Lancashire
Inspection number	951835
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	13
Name of provider	Emma Louise Faller
Date of previous inspection	05/06/2013
Telephone number	07799523598

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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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Piccadilly Gate
Store St
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M1 2WD

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