

# Freckleton Preschool

Freckleton C of E School, School Lane, Freckleton, Preston, PR4 1PJ

## Inspection date

Previous inspection date

10/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- The manager and staff know the children very well and plan a range of interesting and challenging play opportunities and activities to support children's next steps in their learning. As a result, children make good progress in their learning and development in relation to their starting points.
- Children thrive in this warm and welcoming pre-school setting through the kind and caring nature shown by their key-person. As a result, children feel emotionally safe and secure and display high levels of confidence and self-esteem.
- Arrangements for safeguarding children are effective because clear policies and procedures are in place. These are regularly reviewed and understood by all staff.
- Good relationships with parents and other agencies are firmly established. This ensures that children's care and welfare needs are effectively met and that children are supported in their ongoing development.

### It is not yet outstanding because

- Opportunities to promote children's early writing and reading skills are not always maximised.

## **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.

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 had a tour of the setting.
- The inspector observed activities in the classroom and the outdoor learning environment.
- The inspector conducted a joint observation with the manager of the setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at, and discussed, the settings improvement plan.
- The inspector took account of the views of parents spoke to on the day.

## **Inspector**

Donna Birch

## Full report

### Information about the setting

Freckleton Preschool was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Freckleton Church of England primary school, in the Freckleton area of Lancashire. It is managed by the registered person. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The preschool employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, three at level 3 and one at level 2. The registered person, who is also the manager, has an early years qualification at level 6. The preschool opens Monday to Friday term time only. Sessions are from 9am until 3.15pm. Children attend for a variety of sessions. There are currently 22 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 further improve the quality of the early years provision the provider should:

- enhance the learning environments even further, to promote and extend children's early writing and reading skills, for example, by providing opportunities during activities for children to make meaningful marks such as, writing their name on pieces of work and by providing print such as, labels and signs, in particular, in the outdoor learning environment.

## Inspection judgements

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

The manager and staff demonstrate a secure understanding of the Early Years Foundation Stage. They provide children with a wide range of stimulating activities, closely linked to their interests, as a result, children remain engaged in meaningful play throughout their time at the setting. Staff work very closely with parents at the start, obtaining through discussion and the use of an 'All about me' document, a range of information about children's individual likes, dislikes, routines and learning. This information is used alongside staffs' initial observations to assess children's starting points in learning. Each child has an individual learning journal record, which includes pieces of their work, photographs and key-person observations of their learning and interests. These are obtained from both planned activities and spontaneous play, and are tracked and benchmarked regularly by staff, to ensure that children are making good progress and that any gaps in learning are addressed swiftly. Staff clearly know the children well. They talk confidently about their interests and achievements and plan a wide range of challenging and enjoyable experiences for children. As a result, children show good levels of curiosity and confidence in the setting. This supports them to make further progress in

their learning in relation to their starting points and also ensures they are acquiring the key skills they need, in preparation for school.

Staff use effective teaching, to encourage children to talk about their experiences and preferences. For example, during a planned creative activity, children look at and discuss their facial appearance and also the facial differences of their peers. From these discussions, children are supported by staff to select and use a range of media, to make their own representations. As a result, children's ideas and critical thinking skills are well developed. However, opportunities to further extend children's writing skills are not always maximised, for example, encouraging children to make meaningful marks such as, writing their own name on pieces of their work. Outdoors, children learn mathematical concepts such as, size, shape and proportion, as they discuss these with staff during activities and in their play. For example, they compare the size and shape of bugs found on the bug hunt. However, there are fewer opportunities provided outdoors to support children's developing literacy skills such as, the use of print, labels and signs, to extend their early reading skills during play and activities. Discussions with children about the natural world extend their understanding of these concepts.

The friendly and experienced staff team know their key children well. Staff openly welcome children and their parents as they enter the setting. Children explore the environment confidently and enthusiastically engage in the wide range of activities on offer, both indoors and outside. Consequently, this is reflected in their high levels of confidence and self-esteem. Key-person relationships are very positive and involve seeking parents' views at settling-in sessions, to ensure that there is a smooth move from home to the setting. Opportunities are provided for parents to make continual contributions to their children's ongoing learning and development. For example, the setting provides parents with regular developmental updates, including, seeking what children enjoy at home, so this can be complemented at the setting and extend children's individual interests even further. Additionally, parents are invited into the setting to events such as, 'stay and play' sessions. As a result, parents and children feel involved and valued within the setting.

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

Children are valued and made to feel welcome. Consequently, this is reflected in their high levels of confidence and self-esteem. Key-person relationships are very positive and involve seeking parents' views about their children's development and care needs. Settling-in sessions ensure that there is a smooth move from home to the setting and promote children's personal, social and emotional development. Children are happy and openly chat in their play. For example, in the role play shop, they discuss their favourite foods and the price of items to buy. Consequently, this allows them opportunity to effectively use their imagination, as well as developing their communication and language skills.

Children are encouraged to bring a piece of fruit each day to share at snack time with their peers. This supports them to develop an understanding of healthy eating and also reinforces their understanding of concepts such as, sharing and taking turns. The setting works closely with parents to ensure that packed lunches provided for children are

healthy, nutritious and in line with the settings healthy eating policy. Alternatively, children have the opportunity to enjoy a freshly cooked school lunch, available for a small fee. Fresh drinking water is readily available for children to access all day, which they are encouraged to use independently as they manage their own needs for a drink.

Staff understand the need to promote fresh air and exercise. There is daily, free flow access to a well-resourced outdoor area, which includes resources to support children's physical development and allows them opportunity to explore risk and challenge. For example, they develop their skills with balance, as they negotiate the balance beams. Additionally, they use large body movements, as they run and jump on the spacious grass area and ride bicycles and scooters. Staff utilise the outdoor environment well, encouraging children to become involved in activities such as, hunting for bugs and planting. This promotes children's physical skills and also extends their understanding of the natural world. Staff are vigilant in making sure children are kept safe. They encourage children to tidy away the toys and help them with domestic tasks such as, wiping the tables after snack and messy activities.

Hygiene is good throughout the setting because children understand why they are washing their hands before meals and after using the toilet. Children use the toilets independently. They wash and dry their hands, demonstrating their understanding of daily routines, and older children discuss with staff why hygiene is important. Nappy change routines are good and well documented. Staff follow each child's care routine and have regard for their individual nappy change preferences, this ensures all children's needs are fully met. Infection control is good, with staff wearing gloves and aprons. There is also a disinfectant spray readily available and used effectively by all staff, who disinfect the change mat in between children. This limits-cross infection and protects the health of all the children. Behaviour management is very good. Calm and consistent messages are relayed by the staff, accompanied by reminders to share and take turns. These are always followed by praise and encouragement. As a result, children display high levels of involvement and are responsive to staff's expectations of them.

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

The manager and staff have a clear understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Safeguarding practices are extremely good and understanding throughout the setting is strong. For example, staff are confident of how to fulfil their roles and responsibilities. They know the procedure to follow if they have any concerns about children or the conduct of colleagues. The manager has a clear understanding of her duties and responsibilities, and also demonstrates a strong commitment to safeguarding children. For instance, all required checks to ensure the suitability of adults working at the preschool remain protected. The staff ensure all visitors sign the visitor's register and wear a visitor's pass. They are vigilant in ensuring they are never left unsupervised at any time. Comprehensive risk assessments are in place to cover areas such as, outdoors, furniture and equipment. This ensures the safety of children, staff and visitors at all times. Daily visual checks are also conducted by the manager and deputy before children enter the setting. Thorough risk assessments for all trips and

outings are also carried out. Accident and medication records are completed, signed by staff and parents and stored securely. All staff have completed first-aid training. As a result, children's safety and health are further promoted.

The manager is passionate about staffs' professional development. There is an effective supervision and appraisal system in place, that focusses on targets for the future, and peer observations help the manager monitor the effectiveness and quality of teaching. The manager works closely with the team. As a result, the nursery benefits from highly enthusiastic, dedicated and well-qualified, long serving members of staff. Training needs are identified and addressed on an ongoing basis. Staff are encouraged to develop their skills, through further education and training. For example, the deputy manager has completed her early years qualification at level 4 and has recently commenced her qualification at level 5. Additionally, the majority of the other staff hold at least a childcare qualification at level 3. This commitment demonstrates the managers vision for a high quality workforce, leading to better outcomes for children who attend the preschool.

Partnerships with parents are good, parents state they are extremely happy with the settling-in arrangements and feel they and their children are well supported and cared for by the staff. This demonstrates that partnerships are strong. Partnerships with other agencies are well established and are having a positive impact on improving outcomes for the children. The setting works closely with the partner school and also has formed good relationships with other local schools. For instance, they have invited teachers from these schools into the setting, to ensure children's move to school is as smooth as possible and supports their continued well-being. The setting also works in partnership with local authority advisors. This ensures positive outcomes for all children who attend. The manager can clearly identify strengths and areas to develop within the setting. She is passionate about the continued success of the preschool and as a team they have achieved the Lancashire 'Step into Quality', quality assurance award. The preschool are currently working on improvement plans, that will ensure the future success of this already very good early years setting.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY472298
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	959677
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Deborah Jane Fellows
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07854652132

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

