

# Lund Preschool

Newton With Clifton Village Hall, Newton with Scales, PRESTON, PR4 3RX

## Inspection date

Previous inspection date

22/10/2014

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

- Staff plan educational programmes that cover the seven areas of learning and take into account children's interests and stages of development. As a result, children are making good progress from their starting points.
- The warm, friendly staff effectively support children's emotional well-being and as a result, children are confident and settle in easily.
- Staff have a very good understanding of how to safeguard children and are vigilant about children's safety. They know and effectively implement the safeguarding policies and procedures.
- Strong partnership working with parents ensures that staff provide children with complementary and consistent experiences and parents are able to effectively support children's learning at home.

### It is not yet outstanding because

- Staff sometimes interrupt children as they play, and as a result, children do not always have the time and freedom to maintain focus on activities, or to become more deeply involved in their learning.
- Staff do not always include explanations for hand washing, wiping noses and the importance of a healthy diet, to support children's growing understanding of how to keep themselves safe and healthy.

## 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 children's arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to the children, parents and members of staff.
- The inspector took account of the views of parents and children as recorded in reference letters and the setting's own evaluation forms.
- The inspector reviewed records of the children's assessments, the planning and the setting's safeguarding policy.
- The inspector discussed the procedures for safeguarding children with the staff and viewed the risk assessments and other safety documentation, including evidence of the suitability of adults working with children.
- The inspector conducted a joint observation with the manager of an adult-led activity.
- The inspector reviewed the provider's self-evaluation form.

## Inspector

Cath Palser

## Full report

### Information about the setting

Lund Preschool was registered in 2012 and is on the Early Years Register. It is one of two provisions owned by the company. The pre-school operates from a village hall in the Newton-with-Clifton area of Preston in Lancashire. There is an enclosed area available for outdoor play. The pre-school is open Monday to Friday from 8.45am to 3.30pm, during term time only. There are currently 23 children on roll, who are all in the early years age group. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. It employs five members of staff, including the manager and owner who work directly with the children. Of these, all hold appropriate early years qualifications at level 3 and two hold a qualification at level 4. The pre-school receives support from the local authority.

### What the setting needs to do to improve further

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

- give children more time and freedom to lead their own play and sustain their focus, so they become more involved in their own learning
- provide children with explanations of the purpose of hand washing, wiping noses and eating healthily so that they gain an even greater understanding of how to keep themselves safe and healthy.

## Inspection judgements

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

Staff set the resources up each day for the children and plan suitable educational programmes that cover the seven areas of learning. When children first start at the pre-school, staff invite parents to share information about what children can already do and enjoy. They complete detailed observations to gain a secure knowledge of the children's learning and development skills. They use this information to plan activities that are designed to offer stimulating and challenging experiences around the interests and developmental stages of each child. As a result, children enjoy their time at the pre-school and their needs are well met. Staff encourage children to talk about things of interests and make links to their own experiences. For example, as they eat their snack and share a book, staff talk about the strong, windy weather from the day before, blowing lots of toys around in the garden. They look at the pictures in the book and discuss the costumes that they plan to wear to celebrate Halloween. Staff provide children with new words and copy children's phrases, to help reinforce their language acquisition. As a result, children feel their views are being listened to and they develop confidence speaking in small groups to share their ideas and interests. Staff provide children with clear instructions and model

play ideas, for example, as children roll out different shapes with the dough. They talk to children as they play, and consequently, children show good listening skills and follow directions well. Some staff engage in sustained, shared thinking as they skilfully follow children's ideas and motivations. However, occasionally, some staff interrupt children as they play. As a result, they do not always have the time and freedom to maintain focus on activities to become more deeply involved in their learning.

Staff incorporate different mathematical concepts into activities. For example, they encourage children to draw and name different shapes and differentiate between the square and rectangle shapes as they play with the dough. Staff model mathematical language, such as bigger and talk about how the dough breaks when they roll it too thinly. Children show good coordination and concentration as they carefully pour the water into different vessels and observe the sand escape from different holes in the toy truck. As a result, children develop good mathematical and problem solving skills as they form ideas and make sense of the world. Children are given lots of opportunities to meet physical challenges and work things out for themselves. For example, they navigate along the planks on the grass slope and stabilise their bodies as they balance on the pot stilts. Consequently, children persevere with different challenges and develop good physical skills. Staff invite the library bus to the pre-school and children learn the process of returning their books and choosing a new one. As a result, children learn a sense of responsibility and to handle books carefully. The environment is rich in numbers, letters, signs and symbols, both indoors and outdoors. Laminated cards ask questions, such as 'can you see a dragonfly?' As a result, children learn to recognise that information can be relayed in different forms and they develop good early mathematical and literacy skills. This helps to prepare children in readiness for school. The pre-school has recently benefited from wildlife cameras being fitted, which are sensitive to movement in the garden areas. Consequently, children show fascination and curiosity as they watch the different creatures in their habitats and learn more about the natural world.

Parents are kept very well informed of their children's learning. Staff talk about what children have enjoyed and the particular interests they have at the pre-school. They share ideas for activities, for example, they provide recipes for play dough, and as a result, parents support children's learning at home. Staff invite them to contribute towards the assessment of children's starting points and to ongoing assessments, including the progress check for children between the ages of two and three years. These are completed to ensure that any need for early intervention can be promptly identified and addressed. As a result, all children are making good progress from their starting points.

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

The staff provide parents and children with a warm, friendly greeting and take time to talk to parents and introduce the children into the environment. They know the children well and sensitively guide the less confident children to their favourite activities. Parents and children meet their key person when they first start at the pre-school. Staff gather information from parents about children's routines and care needs to ensure that children are provided with continuity of care. Parents comment on the approachable, caring staff and that the children settle in well. The resources are planned to enable all children to

access them independently and children show they are confident to explore and investigate their surroundings.

Staff have high expectations of the children and give clear explanations of the ground rules. For example, they give gentle reminders for children to share the resources and tidy them away. They are good role models for behaviour and show sensitivity and kindness to the children. As a result, children know what is expected of them; they play cooperatively with others and behave well. Staff encourage children to find their own bowls and cups at snack time and pour their own drinks and milk onto their cereal. They help children to learn how to put on their aprons and zip up their coats, and as a result, children develop good independence and self-care skills. Staff follow good hygiene routines and manage children's care needs, such as washing their hands before preparing the snack and after wiping children's noses. Children are encouraged to wash and dry their hands before they eat. Staff provide areas for children to plant and grow their own fruit and vegetables. For example, children learn when the tomatoes are ripe to pick and they taste the food that they harvest. Staff provide children with a choice of healthy snacks, such as cereal and fruit and they encourage parents to provide children with a healthy and nutritious packed lunch. However, staff do not always include explanations for hand washing, wiping noses and for healthy eating, in order that children gain a broader understanding of how to lead a healthy lifestyle.

Staff provide children with a range of activities and resources to use with care. For example, children enjoy challenging themselves physically on the large play equipment outdoors and use scissors and knives to cut the play dough. As a result, children learn to take sensible risks in their play and to use equipment safely. Staff celebrate children's achievements that take place at home. For example, they acknowledge when children have fastened their new shoes or received swimming awards. Information about these achievements is shared and displayed alongside children's artwork. This helps children to build self-esteem and to develop a sense of belonging. Staff offer children reassurance and praise, and therefore, children feel confident and self-motivated. Consequently, children are developing the skills and attributes ready for the next stage in their learning and their move on to school.

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

The safeguarding and welfare requirements are well met. All staff know and understand their responsibilities in keeping children safe. Rigorous risk assessments are conducted daily to ensure the premises are safe and secure and any risks identified are minimised effectively to promote children's safety. The manager conducts safe recruitment procedures to help check that all adults working with children are suitable to do so. Staff know the procedures regarding the use of mobile phones and what to do should they have concerns about a child's well-being or safety. The relevant contact details are displayed in the setting and there is a written statement of the procedures to follow in the event of a complaint. All confidential records are kept in a locked cupboard and are well maintained.

Staff have high expectations of all children. They have good skills and a clear knowledge

of the learning and development requirements of the Early Years Foundation Stage. The effectiveness of the educational programme is carefully monitored to ensure that all children make good progress. Staff complete comprehensive and accurate assessments of children's starting points and throughout their time at the pre-school. These are used to plan interesting and challenging activities that cover the seven areas of learning that meet the needs of all children. Any gaps identified in children's progress are tackled promptly and staff provide targeted programmes of early intervention.

Staff undertake regular training. For example, they have completed course in food safety, paediatric first-aid and safeguarding to ensure children are effectively safeguarded and protected. The manager regularly monitors the quality of staff development by observing their interactions with children. She has a well organised, regular and effective professional development programme for the staff. This ensures that any areas identified for improvement are tackled promptly and staff are offered support and training to further develop their skills and knowledge. As a result, the quality of teaching is improving. Staff have developed the outdoor gardens to provide more resources that offer physical challenge. The guinea pigs provide children with more opportunities to learn about the natural world and to care for living things. The setting has made strong progress since the last inspection, demonstrating a commitment to continuous improvement. The views of the staff are sought regularly to develop targeted action plans. For example, staff have changed the layout of the indoor environment to make resources more accessible to the younger children currently attending. As a result, children's needs are being met and staff feel their suggestions are valued.

The staff have established close working relationships with parents. Parents comment that children settle in well and they are happy with the information shared with them. They appreciate the ideas offered by the staff to support children's learning at home. Parents and children contribute the pre-school's improvement plans, verbally and through completing written questionnaires. The staff value these comments and do their utmost to accommodate suggestions, including any changes in children's routines, to ensure continuity of care. Staff prepare detailed assessments of children's progress when they are ready for their move on to school. This ensures that their new teachers can get to know the children's abilities before they start. The pre-school receives support from the local authority and they have recently completed a quality award scheme. This has helped the staff to be fully involved in the self-evaluation process and to work together to make improvements. Staff know the procedures to follow to liaise with other agencies should they identify the need for early intervention. They show a passion to improve, and as a result, children are making good progress from their starting points.

## 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>	EY440869
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	882087
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Shortys Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07815930160

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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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