

Rishton Pre-School Learning Group

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

Inspection date	05/11/2014
Previous inspection date	10/02/2014

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 educational programmes provide a broad range of experiences that help children to make good progress towards the early learning goals. This, combined with the good quality of teaching, accurate monitoring and a secure understanding of the areas of learning means that children make good progress.
- The key-person system is very well established and fosters very good partnerships with parents. Therefore, children form secure attachments and their well-being and independence are further promoted.
- Good monitoring by managers ensures that planning and assessment are consistent and precise, to ensure appropriate interventions are sought for children when needed to close any emerging gaps in their learning.
- Safeguarding procedures are good. Practitioners effectively support children's understanding of how to keep themselves safe.

It is not yet outstanding because

- Opportunities are not always used well to further support children's social development at snack times by encouraging good manners.
- Parents and carers are not always provided with the most accurate information in a timely manner because, for example, the website is not kept up to date.

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 the playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
The inspector looked at a range of documents, including children's records, learning journals and observation, assessment and planning documentation, written policies, training certificates, the self-evaluation form and a selection of other documents.
- The inspector interacted with children throughout the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, including first-aid certificates.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Midgley

Full report

Information about the setting

Rishton Pre-School Learning Group has been operating for more than 40 years. It is registered on the Early Years Register. The pre-school is situated in the Primetime Centre, a community building adjoining Norden High School, in Rishton, Blackburn. It is run by a management committee. The pre-school has use of a playroom and two enclosed outdoor play areas. It operates from 8.45am to 11.45am, five mornings a week during term times only. There are currently 14 children on roll, who are within the early years age group. The pre-school employs three staff, who work with the children, all of whom hold relevant childcare qualifications at level 3 and paediatric first-aid qualifications. The pre-school provides funded education for two-, three- and four-year-old children. The pre-school is a member of the Pre-school Learning Alliance and advice, support and training are also provided by 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:

- model good manners more consistently at snack time, so that children have further opportunities to build on their developing social skills
- provide consistently up-to-date information to parents in a timely manner by, for example, updating the pre-school's website.

Inspection judgements

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

Teaching is very good across the pre-school because practitioners provide a good range of interesting, stimulating and challenging experiences for children to enjoy both indoors and outside. This means that children thoroughly enjoy exploring the environment while being supported and encouraged to try new things. For example, children investigate the outdoor area, searching for bugs and suggesting which creatures, including hedgehogs, bees and ladybirds will live in various habitats. Consequently, children continue to make good progress and show high levels of engagement. For example, they use their imaginations well as they look for trolls and fairies and they develop their speaking and listening skills as they enjoy reading stories and signing songs. Practitioners ensure that each child feels valued as an individual. This means all children are supported in ways that are right for them. As a result, children are progressing well towards their expected levels of development. For example, children develop an understanding that pictures carry meaning as they search for items on their pictorial shopping list, while practitioners introduce mathematical concepts, such as higher, lower, bigger and smaller. Children are continually praised when appropriate and therefore, they are enthusiastic learners. As

practitioners have high expectations for children and a good understanding of child development and the prime and specific areas of learning, they use this knowledge effectively to support them to make good progress across all areas of learning.

Observations and assessments of children's learning are good and staff accurately track their progress towards the early learning goals. The progress check for children between the age of two and three years is completed in a concise and timely manner, meaning that early intervention can be sought, should this be needed. Planning for children's future learning is effective as planning is informed by their identified next steps and interests. For example, activities are adapted appropriately to encourage various groups of children to engage in activities that they would not normally choose. For example, toy cars are put in paint to encourage mark making by children, who are particularly interested in cars and trains. Therefore, children's individual learning needs are well met. This means that they are supported with individual learning opportunities to make good progress in all of the seven areas of learning. Additionally, the broad range of play opportunities help children to maintain their interest in learning. This is as a result of a secure understanding of how children learn and accurate monitoring by practitioners. Consequently, demonstrate the characteristics of effective learning. Children are ready for school when the time comes because they have a wide range of skills to support their future education. For example, children's independence is well supported as they prepare their own snack and clear their cups and plates away.

Partnership with parents is good. Parents spoken to discuss how their children have made excellent progress since attending the pre-school and they are kept very well informed of their progress. Parents' contributions are highly valued and play an important part in helping practitioners to gain the most accurate picture of their children's all-round development. Children's home learning is very well supported because practitioners share details of their individual planning, to help parents. For example, they share strategies to support language or mathematical development, potty training and independence. Consequently, there is a consistent approach to children's learning in pre-school and at home.

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

The key-person system is strong and provides maximum benefit to both the children and their families as both develop highly positive relationships with staff. Parents comment that they find all practitioners extremely friendly and supportive. This effectively supports children's emotional well-being and provides firm foundations for their learning within pre-school. Practitioners ensure that all children form secure bonds and attachments by having tailor-made, settling-in procedures. For example, less confident children are welcomed into pre-school at their own pace and in a very gentle manner. Practitioners ensure children are happy and enjoy their time by finding out about their needs, likes and dislikes and by talking to parents on an ongoing basis. They provide a warm and welcoming environment to help children feel at home, safe and secure, so that they have a firm basis on which to enjoy and progress their learning.

Children independently follow good hygiene routines and are reminded of the importance

of washing their hands before snack time. Snacks are healthy and nutritious, with a variety of cheese, meat, wraps, fresh fruit and milk or water provided. This range gives children good opportunities to try new tastes and is varied enough to encourage them to be interested in what they eat. Children learn about the importance of good hygiene routines, eating healthy food and drinking milk and water. Consequently children's understanding of good food choices, is appropriate for their age and stage of development. For example, children describe foods that are good for their teeth and body and talk about the need to wash dirt off their hands before eating snack. Although, children enjoy these social occasions, their social development is not always fully supported. This is because practitioners do not consistently model good manners during snack time and as a result, children do not always learn these. Children's behaviour is generally managed well. Practitioners get down to children's level and calmly communicate with them. Therefore, the focus is on a positive atmosphere of mutual respect and trust, where practitioners frequently praise children's efforts and achievements. Consequently, behaviour is good overall and children's self-esteem is well supported.

Children are helped effectively to make the move onto other settings, such as when they move to the local schools. They are visited at pre-school by local teachers and sometimes, pre-school practitioners accompany children to local schools. Furthermore, staff provide resources and experiences that help them to learn about their new environment. These include school uniforms, photographs of local schools, books and stories about going to school, which they enjoy at circle time. This supports children's well-being as they adjust to periods of change. There is a strong emphasis on safety and children are reminded about staying safe, for example, by ensuring their play does not injure other children, such as when they ride their bicycles and scooters at speed or when exploring their nature garden. Consequently, children are kept safe and learn how to assess danger and manage risks for themselves.

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

Safeguarding arrangements are strong. Practitioners understand their role in protecting children from harm and they are aware of what to do should they have a concern about their welfare. Therefore, children are well protected. Good recruitment and induction procedures are in place and include checking that all those working with children are suitable to do so. Practitioners are monitored, coached, mentored and are supported effectively, which means that they are fully aware of their roles and responsibilities in delivering the Early Years Foundation Stage. Risk assessments are thorough and as a result, children are cared for in a safe environment. Sampled documentation and records are well maintained, regularly reviewed and firmly underpin children's safety and welfare.

The managers fully understand their role and responsibilities in managing the pre-school, providing good-quality provision for all children. The monitoring of children's progress is good. This ensures that gaps in individual or groups of children's learning are identified. The quality of teaching is monitored by the managers. The manager and deputy manager guide practitioners and give them support where necessary. They implement training, in order to support practitioners in the delivery of the educational programme to ensure

children's needs are met through good teaching. Therefore, children are effectively supported in their learning. Self-reflection and improvement plans are good because all practitioners contribute to the process. The managers have high expectations and there is a strong drive to continue to improve this good pre-school. For example, since the last inspection, all actions and recommendations have been fully addressed. The systems for effectively monitoring the provision and outcomes for children through regular quality checks and self-assessment are now effective. For example, peer-on-peer observations, including video recording of practice, are used to support reflective practice and continued improvement.

Partnerships with parents and other professionals are strong and contribute significantly to the good progress children make. Consequently, there is continuity in children's care and learning and they are well supported to reach their full potential. For example, information about oral hygiene training and the principles of this are regularly shared with parents to support their understanding of how to promote children's good dental health. Consequently, children's understanding of good dental care is well supported. However, parents are not always provided with the most up-to-date information about the pre-school because, for example, some information on the pre-school's website is out of date. Feedback from parents is overwhelmingly positive. For example, parents state that their children settle well and they have made very good progress in their learning and development.

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

Unique reference number	309443
Local authority	Lancashire
Inspection number	962661
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	14
Name of provider	Rishton Pre School Learning Group Committee
Date of previous inspection	10/02/2014
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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