

Lune Valley Pre-School Centre

Caton St Pauls C E Primary School, Moorside Road, Brookhouse, Lancaster, LA2 9PJ

Inspection date	15/01/2015
Previous inspection date	20/04/2012

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 quality of teaching is good. Staff have a secure understanding of how children learn and plan a wide range of exciting activities which meet their interests. As a result, children engage well in activities and are highly motivated in their play.
- Children form close bonds and secure attachments to the staff because they are caring, friendly and very approachable. As a result, children settle into pre-school easily because their emotional well-being is fostered.
- Staff have a secure understanding of the safeguarding policies and procedures and place a high level of importance on ensuring children are kept safe and secure at all times.
- Good relationships with parents and partnerships with the host school and other professionals are well established. Therefore, information is shared between them and children are effectively supported.

It is not yet outstanding because

- Occasionally, staff do not give children sufficient time to respond to their questioning, missing opportunities to further develop their problem-solving and thinking skills.
- Opportunities for staff to engage children in discussions about past events and activities are not used to maximum effect to promote speaking skills.

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 toured the premises.
- The inspector observed children playing in the pre-school, the school hall and the outdoor play area.
- The inspector held discussions with the manager, the staff and the children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked the evidence of suitability and qualifications of staff working with children, the policies and procedures for the pre-school, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full report

Information about the setting

Lune Valley Pre-School Centre was registered in 1997 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is managed by a committee of trustees and operates from the pre-school room and school hall of Caton St Paul's Church of England Primary School in Brookhouse near Lancaster. There is an enclosed area available for outdoor play. The pre-school is open Monday, Wednesday and Friday from 9am to 12noon and on Tuesday and Thursday from 9am until 3.30pm, during term time only. Children attend for a variety of sessions. There are currently 34 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-olds. There are currently five staff employed at the pre-school, of whom four hold an appropriate early years qualification at level 3. The pre-school is a member of the Pre-school Learning Alliance and has achieved the local quality assurance status.

What the setting needs to do to improve further

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

- enhance the good teaching methods already in place by giving children more time to think and respond to questions, in order to develop their problem-solving and thinking skills to the maximum potential

- enrich the already print-rich play areas, for example, with displays of photographs showing children taking part in associated activities, to prompt discussions to further develop their communication and language.

Inspection judgements

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

The quality of teaching is good. Staff are confident in their knowledge and understanding of the Early Years Foundation Stage, and therefore effectively promote children's learning well. Staff provide children with a good range of positive learning experiences that meet their individual needs. Staff listen to the children as they play and pick up clues for new interests, using them to extend activities and to inform the future planning. For example, staff set out a box of interconnecting bricks, which children use to create a farm. Staff are invited to join in and together they look at a farming book so the children can decide what they need to create their farm. Staff extend children's creativity, building on what they know, and introduce words, which promotes their communication and language. Staff are good role models and demonstrate their understanding of how children learn. They deploy themselves well and get down to the children's level where they guide, support, encourage and, in most cases, successfully challenge children in their learning. Staff are

mindful of the way in which they question children by using open questioning techniques. However, occasionally they do not always give children sufficient time to think about the questions asked or give them time to respond with an answer. As a result, children's critical thinking and problem solving are not always successfully promoted during some conversations as they play. Overall, children make their own decisions and choose what they want to do for themselves. As a result, they engage in activities and become absorbed in their play. Children are motivated to learn through the enthusiasm of staff members, who embrace all aspects of children's learning. As a result of this, the older children are ready for the next stage of their learning and their future move into the host school.

The pre-school room is warm, welcoming and inviting. Children benefit from the well-organised, enhanced play areas, which staff prepare with a range of good quality resources. Children's early recognition of letters and print in the environment is promoted. Staff display words and pictures on the walls and introduce name cards for children to register at snack time. However, there are very few photographs displayed of the children taking part in various activities and outings. As a result, they do not get the opportunity to recall past experiences and discuss recent events. Children's communication and language skills are effectively supported by staff during activities. For example, staff provide a constant narrative for what they are doing while children play. They repeat the words and sentences they hear children say and sensitively correct them so that they hear the right pronunciation. Children sing songs and join in introductory phonics sessions. These activities help children to build on their listening skills, speech and language. Children follow consistent routines, which help them to become more independent in their self-help skills. For example, children help prepare snack and find their name to put on the snack board. Children enjoy being outside in the fresh air. Staff supervise them well and enable them to access this play area all day. They encourage children to be active and exercise by playing ball games and by pedalling wheeled cars around the safety surface play area. As a result, their all-round physical development is promoted.

Good relationships are established with parents and carers, and strategies to engage them in their children's learning are effectively implemented. As a result, they work together to ensure that children's needs are quickly identified and supported, and that help is swiftly obtained from other professionals if required. Children's records are available for them to look at and add their comments to. A home link book is also used to share information between the pre-school and parents, who add their comments about what children do at home. As a result, a bigger picture of children's development is obtained. Staff make good use of observation and assessment to accurately identify the next steps in children's learning. These are effectively used to inform the planning of future activities, in order to help children progress. Parents and carers state how well they are kept informed by the staff about children's achievements and progress. Staff invite them to attend parents' evenings and 'stay and play' sessions where they talk with their child's key person, and together they complete the progress check for children between the ages of two and three years.

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

The key-person system is firmly established. Staff are kind and caring early years practitioners who effectively support children's emotional well-being through tailored settling-in procedures. Good partnerships with parents and carers are established right from the start. Children attend taster sessions where staff gather all the required information they need to support the children when they officially start attending pre-school. Staff encourage parents to stay with their children so they become more familiar with their new surroundings and the staff team. Children in the pre-school are happy, confident and settle easily on arrival. This is because they feel safe and secure. They develop a close bond and secure relationship with staff, knowing they are always available to play and see to their needs. Staff support children's self-help skills, for example, they encourage children to put on their wellingtons and coats before going outside to play. Staff are always on hand to help younger children to succeed in this task. As a result, children's emotional well-being, self-help and social skills are well promoted.

Children are provided with range of healthy snacks, including fresh fruit, toast, crackers and a drink of milk or water. Any dietary needs and allergies are recorded and confidentiality is maintained. Children learn about personal hygiene and follow routine practices, such as washing and drying their hands before eating and after toileting. As a result, their health and well-being are fostered. Children's independence and self-help skills are used to good effect at snack time. For example, children help prepare the snack, serve themselves and place their dirty dishes in a bowl. In addition, staff encourage children to tidy up the resources before lunchtime and before home time in the afternoon. Consequently, children learn to take care for the resources in pre-school and know when it is time for them to be collected by their parents and carers. Staff take children on walks into the village to visit local places of interest. They learn how to keep safe on the roads and practise the fire evacuation plan with the school so they know what to do and where to go in an emergency.

Children are well behaved. They listen to staff carefully when they are reminded about how to keep themselves safe. Staff teach children to be kind to one another and to think of others' feelings when they are hurt or upset. Therefore, children become more sensitive to others and they learn to tolerate others in their group. Staff use positive methods to promote good behaviour and constantly praise children for all their achievements, however big or small they may be. This gives children confidence to try again without fear of failure. In addition, this positive encouragement helps children to learn to share and take turns in games and group activities. Therefore, staff fully support children in preparation for their move on to school. Children are offered the opportunity to eat their packed lunch in the school hall at lunchtime. This gives them the opportunity to become familiar with the school routines, the noise and the social aspect of meeting up with siblings and friends. Staff familiarise children with the changes ahead and initiate meetings with the class teachers, in order to discuss the children moving on and to hand over their progress records. As a result of all these initiatives, children are emotionally well prepared for their move on to school.

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

The leadership and management of the pre-school are good. The committee, manager and staff team ensure that the safeguarding and welfare requirements are effectively met. They frequently reflect on their practice to improve outcomes for children. As a result, the environment and the educational programmes are constantly monitored, reviewed and improved to meet the needs of the children. This is seen through the identification of their strengths and areas for improvement in the self-evaluation process. The successful tracking and monitoring systems in place ensure that the assessments of children's progress are accurate and clearly recorded. This means that any gaps in children's learning are quickly identified and their next steps are correctly planned for. Staff are enthusiastic and committed to their roles and responsibilities. They maintain all the required recording documentation, policies and procedures to effectively meet the safeguarding and welfare requirements. The management and staff team understand their roles and responsibilities with regard to safeguarding children. All staff have a secure knowledge and understanding of signs and symptoms of abuse and the procedures to follow if they are concerned about any child in their care. Records are completed accurately and stored securely to ensure confidentiality. Staff complete detailed risk assessments to ensure hazards are minimised to keep children safe. Staff complete safety checks before children arrive to ensure the premises are safe and secure and free from any potential risks to children. Children are kept safe through the practices that staff follow. The premises are secure and access to the pre-school is closely monitored, especially around arrival and collection times. The manager insists that there are always two staff on duty outdoors when children are playing, so they are well supervised at all times. The management conducts robust recruitment and vetting procedures to ensure all those working with or connected to the pre-school are suitable to do so. Therefore, all children are safeguarded and protected.

There are effective procedures in place for the induction of new staff and the monitoring of staff performance through regular observation and supervision meetings. These processes ensure the continuity of good teaching methods and continued good quality of care. The professional development of staff is important and this is fully embraced by the management. As a result, staff keep themselves as up to date as possible with the latest changes in early years in order to further promote the outcomes for children. Children benefit from good levels of care they receive because the staff team ensure all children feel safe, achieve well and are included in all activities. The management has good systems in place to monitor the effectiveness of the educational programme. The manager works with staff to make sure that the planning meets the needs of the children and observations and assessments are completed regularly to inform the progress records. The planning and assessment system for all children shows a strong focus on children's individual interests and incorporating the voice of the child. Staff listen to the cues from children about what they are interested in and what they want to do. Good teamwork and focused leadership are successful in inspiring staff to effectively evaluate the learning environment. They look at ways that they can further enhance children's learning and continue to develop experiences for children. As a result, staff are deployed effectively to engage with the children and the environment is organised to meet all children's learning and development needs.

Relationships and partnerships with parents and carers are good. They are provided with lots of information to ensure they are kept well informed about how the pre-school

operates and about the educational provision. Parents and carers are kept up to date about their child's progress, achievements and experiences. They appreciate what this pre-school does for the children. The parents spoken to during the inspection express a high regard for the staff and the service they provide in the pre-school. They particularly like the pre-school being part of the school and how children sit in the school hall to eat their lunch. Parents speak highly of the educational programme and the wide range of activities children take part in. They are enthusiastic about the way children learn through play and the good feedback they receive about their progress. Parents said their children are happy and they are kept safe and secure. Successful information sharing and partnership working with other providers and outside agencies ensure children's needs are identified and the support they require is swiftly obtained to help them continue to make good progress. Staff have established a good partnership with the host school to ensure a smooth move is completed from pre-school in to school. Children enjoy attending the pre-school and they develop positive relationships with the staff and their peers. The environment is interesting and stimulating, and as a result, children engage well because they enjoy their learning, grow in confidence and develop the skills required for the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	309680
Local authority	Lancashire
Inspection number	867887
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	34
Name of provider	Lune Valley Pre-School Centre Committee
Date of previous inspection	20/04/2012
Telephone number	01524 770 241

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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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