

# Stanhill Pre-School Before & After School Care



All Saints Church, Aspen Lane, Oswaldtwistle, Accrington, Lancashire, BB5 4QA

**Inspection date** 26 January 2015  
Previous inspection date 29 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are settled, happy and eager to learn. Staff regularly and accurately observe and assess their development. They effectively use this information to plan for children's individual needs. As a result, all children, including those who have special educational needs and/or disabilities, make good progress across all areas of learning.
- Children are well supported by staff, to develop their communication and language. Staff use a good range of questioning techniques to extend their vocabulary. Additionally, staff give children plenty of time to think, respond and develop their critical thinking skills even further.
- Arrangements for safeguarding children are effective because clear policies, procedures and risk assessments are in place. These are regularly reviewed and understood by all staff.
- Strong partnerships with other professionals help children to make continual progress in their learning. Consequently, this supports their emotional well-being.
- Staff develop good partnerships with parents. They communicate well to identify children's needs and share children's achievements with them effectively.
- The manager and team show a strong commitment to improving outcomes for children. Therefore, maintaining continuous improvements.

### It is not yet outstanding because:

- Arrangements for staff supervision are not yet consistently carried out in order to address minor weaknesses in the quality of teaching across the setting.
- Staff do not always extend children's social skills during lunchtime.

## What the setting needs to do to improve further

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

- utilise every opportunity during daily routines to further enhance children's social skills, for example, by staff sitting at the table with the children and engaging in conversations with them
- embed even further the systems for staff supervision, to ensure a more focused approach on improving the quality of teaching.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager throughout the inspection.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the setting's self-evaluation and development plan.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Donna Birch

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The manager and staff have a good understanding of how young children learn. Each child has an individual learning journal record, which includes examples of their work and observations of their learning and interests. Staff plan a wide range of challenging and enjoyable experiences. As a result, children show good levels of curiosity and confidence. Consequently, they are gaining the key skills they need in preparation for school. Children who have special educational needs and/or disabilities are well supported. Activities are tailored to suit their individual needs and appropriate individual learning plans are in place, to ensure they make the best possible progress. Staff use effective teaching to encourage children to talk about their ideas when involved in activities. For instance, when playing in the porridge oats, they describe the texture and use mathematical concepts, such as volume and capacity, as they fill and empty various containers.

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

Children are valued, made to feel welcome and display high levels of confidence and self-esteem. Settling-in sessions ensure there is a smooth move from home to the pre-school. Children have many opportunities to develop their understanding of adopting a healthy lifestyle. They enjoy a wide range of fruits and vegetables as snacks, with milk and water being readily available. Children display good levels of independence. They help organise the table for snack and chop their own fruit. However, at lunchtime staff do not maximise children's social skills, because they do not always sit with children at the table. There is daily access to the outdoor area, which includes many natural resources, to stimulate children's imagination and critical thinking. Calm and consistent messages are relayed by the staff to children. This, together with reminders to share and take turns, reinforces children's understanding of acceptable behaviour and keeping themselves safe. Children have a good understanding about hygiene practices. They wash and dry their own hands before snacks and after using the toilet.

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

The manager and staff have a clear understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Recruitment and vetting procedures are good. Arrangements for staff supervision have recently been implemented. However, they are not yet carried out frequently enough to address minor weaknesses in teaching. The manager supports staff in tracking the progress of individual and groups of children. Consequently, any gaps in learning are identified and targeted. Partnerships with parents and other professionals are well established and have a positive impact on improving outcomes for children. Secure partnerships with the local school support children's ongoing learning. The manager and staff clearly identify strengths and areas to develop. They are currently working on improvement plans, to ensure the future success of this well-established pre-school.

## Setting details

<b>Unique reference number</b>	EY368187
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	857882
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Jean Mary Reid
<b>Date of previous inspection</b>	29 January 2009
<b>Telephone number</b>	07962016378

The Stanhill Pre-School Before and After School Care was registered in 2009, and is managed by a private provider. There are currently seven staff working directly with the children. Of these, six hold appropriate early years qualifications from level 2 to level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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