

Queensway Pre-School

Methodist Church, Queensway, Poulton le Fylde, Lancashire, FY6 7ST



Inspection date

11 February 2015

Previous inspection date

28 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a good understanding of how children learn. They offer children a wide variety of resources for children to choose from and the quality of teaching is consistently good. As a result, children are enthusiastic and eager to explore and learn.
- Children are developing skills to be independent as they pour their own drinks and clear away plates after snack.
- The setting builds strong relationships with parents and other carers from other settings. They regularly exchange information so that they understand children's individual needs well. This approach benefits children's ongoing care, learning and development.
- The manager discusses plans to develop the provision and values others people's views, including those of parents and children. She has identified training, including in special educational needs and/or disabilities, to prepare them to care with children with different needs.
- Partnerships with other professionals are firmly in place to ensure that children with special educational needs and/or disabilities receive specialist intervention to support their individual needs. As a result, all children make good progress from their starting points.

It is not yet outstanding because:

- Younger children are not always given sufficient time to think or effectively encouraged by staff to develop skills because older children, on occasion lead play.

What the setting needs to do to improve further

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

- ensure that there are opportunities for younger children to respond to focus activities without interruptions from older children.

Inspection activities

- The inspector observed activities in the two play areas inside and outside.
- The inspector spoke staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, evidence of staff suitability, policies, procedures and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Michelle Britch

Inspection findings

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

Staff fully understand the requirements of the Early Years Foundation Stage. They ensure children freely access the well-resourced indoor and outdoor environment throughout the session, which helps them to make choices in their play. Staff provide activities and games that enthuse children. However, sometimes during adult led interactions, the older children intervene during the younger children's learning opportunities. This prevents them to develop skills in their key areas of development. Older children play imaginatively, for example, they draw treasure maps and work collaboratively together to build with crates and planks. They enjoy developing their thinking skills to transport water across buckets with drain pipes. The system for observing, assessing and planning for children's individual learning is well organised and focuses on the interests and developmental stage of each child. Staff share this information with parents on a regular basis so that children's learning can be supported at home. Children are developing the skills required for learning in school. For example, they follow simple rules, listen to staff and cooperate with their friends as they play.

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

Staff welcome the children individually on arrival, who respond to them with warmth and excitement. Staff reinforce the setting's golden rules throughout the setting and, as a result, children's behaviour is good. Children cut up and prepare their own healthy snacks. They are beginning to learn about how to use knives safely. This approach successfully helps them to develop good physical skills and begin to keep themselves healthy as they grow up. They develop self-care skills, such as dressing themselves, using the toilet and knowing to wash their hands afterwards. This supports children to gain independence and develop confidence and self-motivation. Children's emotional and physical needs are met well. Staff know children's routines and spend time with parents getting to know each child and their needs. As a result, relationships with children and parents are strong.

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

The setting has a good understanding of how to safeguard children. A well organised range of policies and procedures support children's health, safety and well-being. Systems to monitor all children's development, including the required progress check for children between the ages of two and three years, provide a broad overview of each child's abilities, skills and learning. This allows staff to identify gaps in children's development to discuss with parents and seek further support. Children who speak English as additional language and special educational needs and/or disabilities receive particularly good support to gain confidence and make progress. The manager uses ongoing self-evaluation to review her setting appropriately. This helps her to identify areas for improvement and set clear targets for continuous development. The setting ensures that staff seek relevant training, such as safeguarding, first-aid and other professional development courses to ensure that staffs' knowledge is current.

Setting details

Unique reference number	309436
Local authority	Lancashire
Inspection number	876845
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	29
Name of provider	Poulton Pre-School & Toddler Association Committee
Date of previous inspection	28 November 2011
Telephone number	01253 884 937

Queensway Pre-school was registered in 1992. The setting employs five members of childcare staff. Of these, two are graduates in childcare and hold level 6 early years qualifications, the other three staff members hold early years qualifications at level 3. The setting opens, from Monday to Friday, term time only. Sessions are, from 9am until 3pm, Monday to Thursday and from 9am until 12pm on Friday. The setting provides funded early education for two-, three- and four-year-old children.

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