

# Grimsargh Pre-School

Preston Road, Grimsargh, Preston, Lancashire, PR2 5JS



## Inspection date

4 March 2015

## Previous inspection date

13 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children enjoy rich conversations with staff, which have a very positive impact on their development and self-esteem. Staff skilfully help children explore and develop their ideas and knowledge.
- Children are valued as unique individuals. They have lovely relationships with the warm, caring staff, who know and cherish them well. This supports children's emotional well-being.
- Children play happily together and behave very well because staff create a calm, positive atmosphere and use specific praise and gentle reminders effectively.
- Staff create a stimulating environment, which they plan well to support children's learning and well-being. As a result, children enjoy their time and are busy and involved in their play and activities.
- Children learn lots about healthy lifestyles because staff use routines, activities, role-play and conversations very effectively.
- Children all make good progress in their learning. Staff have undertaken a significant amount of training, which has improved the quality of teaching overall, and for younger children and boys in particular.
- Leaders and staff are enthusiastic and committed to providing good quality provision for children. The changes they have made since the last inspection have considerably improved the effectiveness of what they do.

### It is not yet outstanding because:

- The manager has not yet acted on all of her plans to extend the information staff provide for parents, to support their involvement in their children's learning further.

## What the setting needs to do to improve further

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

- extend the information shared with parents, to support their involvement with their children's learning further.

### Inspection activities

- The inspector observed the quality of teaching, and the impact this has on children's learning, both inside and outdoors.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector held meetings with the manager of the pre-school and the chairperson of the management committee.
- The inspector spoke to members of staff and children at appropriate opportunities.
- The inspector looked at relevant documentation, such as documents to support children's learning and well-being, the pre-school's improvement plan and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Sara Edwards

## Inspection findings

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

Children enjoy a wide range of resources, activities and routines, which are carefully thought out by well-qualified staff. Staff notice what children are learning and plan further interesting opportunities to develop children's skills. For example, staff help older children explore their current interest in time by creating activities using sand timers and stop watches. Staff skilfully share books with small groups of children, supporting their learning and interests well. They work well together to promote children's learning and they adapt their teaching methods to suit children's needs. As a result, children are keen to learn and all make good progress from their starting points. When children's development is below that of their peers, staff put focused plans in place to support their learning effectively. Staff talk with children throughout the day, sharing a wealth of ideas and information between them, through their wonderful, wide-ranging conversations. They join in skilfully with children's imaginative play. Staff value what children say, so children are keen to share their ideas and knowledge. Staff work well in partnership with parents. They share information on children's development, but less information is provided to parents on how to support children's learning further at home.

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

Children are confident and happy at pre-school. They enjoy warm, affectionate interactions with all the members of staff. Staff show children, in their behaviour and conversations, that they value and care for them, which promotes children's self-esteem well. Staff help children learn to do things for themselves, which develops their confidence and their independence skills. They are well-prepared for their move on to school. Children's physical well-being is promoted well. They have plenty of opportunities to move in big spaces and enjoy fresh air. They learn to challenge themselves safely as they eagerly climb, balance and ride bicycles outside. Older children share their good knowledge of healthy lifestyles, for example, as they discuss why we brush our teeth.

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

Leaders and managers understand and meet their responsibilities for the Early Years Foundation Stage. Children are kept safe and staff know what to do if they have concerns about the welfare of a child in their care. The manager works well with staff to monitor children's progress, and makes sure children are developing all of the skills they will need for the next stage of their learning. The whole team has a very positive attitude to continuous improvement, and they use targeted improvement plans very successfully. A wide range of changes have been made since the last inspection, as a result of undertaking training and reflecting on their provision. For example, changes to the monitoring system and staff supervisions have improved the focus on children's learning. Children are now more engaged in their activities. The pre-school has good links with local schools, and staff work closely with teachers to support children very well as they move on to school. Parents are highly complementary about the pre-school and the staff.

## Setting details

<b>Unique reference number</b>	309321
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	966508
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Grimsargh Pre-School Committee
<b>Date of previous inspection</b>	13 March 2014
<b>Telephone number</b>	01772 652 960

Grimsargh Pre-School opened in 1970 and was registered in 1992. The pre-school employs six members of childcare staff. Of these, two hold relevant early years qualifications at NVQ Level 2, three at NVQ Level 3 and one at NVQ Level 4. The pre-school opens four days a week, term time only. The pre-school opens 8am to 3.15pm Monday, Wednesday and Thursday and 8am to 12.30pm on Tuesday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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