

Charnock Richard Pre-School



Parish Rooms, Church Lane, Charnock Richard, Chorley, Lancashire, PR7 5NA

Inspection date	5 May 2015
Previous inspection date	21 October 2011

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

Summary of key findings for parents

This provision is good

- Staff understand how children learn, and provide a wide range of well-resourced and stimulating activities that mean children make good progress in their learning.
- Staff have high expectations of both themselves and the children in their care. They model good behaviour and promote care and respect for others. This means that children behave well, and are learning how to cooperate respectfully with other adults and children.
- All staff have a good understanding of how to keep children safe, and robust procedures are in place to protect children from harm.
- Children form strong relationships with staff, as a result, they are happy, safe and secure in the pre-school and become confident and active learners.
- Managers and staff provide children with many good opportunities to make independent and informed choices about their own learning and care. This means that children are well prepared for the next steps in their learning, including the move to school.

It is not yet outstanding because:

- Managers and staff do not always focus sharply enough on using the information on the development needs of individual children, to support children's learning as early as possible.
- Staff development is less well focused on improving the quality of teaching, to raise it to an outstanding level.

What the setting needs to do to improve further

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

- develop planning further, so that it is more sharply focused on individual children's needs, in order to help children make the best possible progress in their learning
- enhance the systems for the professional development of staff, so both teaching and children's learning is raised to the highest level.

Inspection activities

- The inspector observed a range of activities throughout the pre-school, both indoors and out.
- The inspector held discussions with managers and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, and a range of other documentation including policies and procedures.

Inspector

Neil Butler

Inspection findings

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

Staff provide children with a wide range of well-resourced activities, which promote children's progress across all areas of learning. On arrival, children choose what activities they want to take part in, and are supported by staff to become independent and confident learners. Activities, such as dough and kite making, provide the opportunities for children to solve problems, for example, how much flour is needed to make the dough less sticky. Throughout these activities, staff know when and when not to intervene, and help children to communicate by giving them time to think and speak. Additionally, staff role model correct language when needed. Staff promote the correct use of mathematical language, such as heavy or light. Staff communicate well with parents both daily and through the use of progress reports, including the two-year-old progress check at parent's evenings, this helps support children's learning at home.

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

The pre-school is safe and welcoming. On arrival, children seek out their key person in order to share with them something they have done over the weekend, such as a visit to the railway. The key person shows genuine interest and this means that children develop strong bonds with staff. Children settle well in to the pre-school and confidently engage in their learning. Healthy snacks are provided and children independently wash their hands and make choices about what they wish to eat. They make their own sandwiches, peel carrots and are supported in chopping up apples safely. Children are learning to make choices about their own health and self-care as their well-being is supported. When children disagree, staff sensitively support a discussion, acknowledging how children are feeling, allowing children to arrive at their own solution. Children are, therefore, developing confidence, independence and a respect for others that is preparing them well for the next stage in their learning including school.

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

Managers have a secure knowledge of the Early Years Foundation Stage. They have a robust approach to keeping children safe and this is evidenced in their risk assessments, recruitment and safeguarding policies. Managers identify weaknesses through observation, supervision meetings and the monitoring of children's progress. They identify ways to improve practice, for example, through training, coaching or improved resources. Managers have previously identified some variation in the quality of teaching and have taken steps to improve this. However, there is further scope to share best practice to raise teaching to a higher level. The impact of continuous staff training and a well-qualified staff team, means children are provided with good-quality, stimulating activities. As a result, children are making good progress in all areas of learning. Monitoring and assessment of children's progress is effective and good learning opportunities are planned for all children. Communication with parents, schools and other professionals is effective and there is close cooperation with outside agencies, such as speech therapists.

Setting details

Unique reference number	309265
Local authority	Lancashire
Inspection number	867855
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	36
Name of provider	Charnock Richard Pre-School
Date of previous inspection	21 October 2011
Telephone number	07944 217699

Charnock Richard Pre-School is operated by a committee and was registered in 1986. The pre-school employs eight members of childcare staff. Of these, four hold an appropriate early years qualification at level 3, three at level 2 and one with Qualified Teacher Status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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