

Kirkham Pre School Ltd

Methodist Church, Nelson Street, Preston, Lancashire, PR4 2JP



Inspection date

7 May 2015

Previous inspection date

10 December 2008

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

- Children confidently relate to staff and visitors, which shows that they feel emotionally secure and safe in the setting. They enjoy attending, demonstrate appropriate behaviour, play well together and are well prepared for moving on to school.
- Indoors and outdoors, children freely choose activities from a wide range of accessible, good-quality toys and books, which promote their independence.
- The quality of teaching and learning is good. Staff plan individual learning targets for each child. These are known and used by all staff to effectively challenge them as they play. Children develop good concentration because activities engage and interest them.
- All staff regularly refresh their training on paediatric first aid and child protection, with most staff trained to a higher level in safeguarding. As a result, staff have a good knowledge of what to do if they have concerns about a child in their care.
- Open partnerships with parents and positive links with a wide range of professionals from other agencies effectively support children and families.
- A close partnership with the local school, including children visiting for events, supports a smooth transition to school.

It is not yet outstanding because:

- Opportunities for children to use their home language during play and for their parents to input what they know about their child's learning at home are not consistently strong for all families whose home language is not English.
- Children have few opportunities to engage in practical experiences to widen their knowledge of healthy lifestyles and to reinforce the good messages about health and hygiene received through discussion and routines, such as hand washing.

What the setting needs to do to improve further

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

- review the ways information is gathered from parents to ensure all parents, including those whose home language is not English, are always able to fully share what they know about their child's learning and development
- extend children's developing knowledge about healthy lifestyles, for example, by providing more practical experiences for children to use what they know about hygiene and nutrition and to learn about other aspects of health and hygiene
- enable all children to use their home language during play to support their good development of English even further.

Inspection activities

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

Inspector

Lynne Naylor

Inspection findings

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

Children's speaking and listening skills are developing well. Staff use words in children's home language during play but not consistently to support the development of their English to the highest level. Staff add comics and annuals to the role-play home area, which entices children to read while playing imaginatively. Well-loved stories are effectively used to engage children in different types of learning. For example, children listen closely to a story and their imagination is fired when an adult dressed as the monster character comes to visit. They actively practise reading and writing as they follow prompts to draw the monster's warts. They develop coordination and dexterity as they manipulate dough to mould a snake from the story. In the story tent, they learn about the world as they look at factual books about trees and natural habitats. Parents are well informed of their children's progress as staff speak daily and each child has a learning journey record, which is regularly shared. However, it is not clear that all parents whose home language is not English are able to fully share information about their child's learning at home.

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

Children settle quickly and become involved in activities because the hall and outdoor area are welcoming and inviting. Children receive praise for achievements and positive behaviour, which promotes their self-esteem and confidence. Children are learning to behave well and develop good listening skills and an ability to concentrate through routines and activities. Children exercise and develop good coordination through indoor and outdoor activities and walks in the local area. They discuss the health benefits of foods as they eat cereals for breakfast and their packed lunches brought from home. However, few practical experiences are built into the day for children to practise what they talk about or to widen their knowledge of how to live a healthy lifestyle.

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

Robust recruitment and vetting help to ensure staff's suitability to work with children. Staff reflect on their practice and evaluate the quality of the setting at regular supervision meetings with the manager. Targets are set to drive improvement, also using the views of parents, and tailored training days arranged, where appropriate. The well-qualified and knowledgeable manager and staff team have a good awareness of the requirements of the Early Years Foundation Stage. This includes when to notify Ofsted of significant events, including serious injuries. Staff keep a record of accidents and first-aid treatment, and parents sign to say they have been informed. The building is kept secure at all times, access is carefully monitored and regular risk assessments are made. Staff monitor the progress children are making and managers analyse the information to identify and address any possible gaps in each child's learning. All parents spoken to at inspection are pleased with their children's progress. Some parents bring their pets to visit and share talents, for instance, zumba dancing, to support children's learning.

Setting details

Unique reference number	EY297933
Local authority	Lancashire
Inspection number	861633
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	32
Name of provider	Kirkham Pre-School Ltd
Date of previous inspection	10 December 2008
Telephone number	07751 504119

Kirkham Pre School Ltd was registered in 2005. It is situated in a church hall in Kirkham. The setting employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, three hold level 3 and one holds Early Years Professional status. The setting opens from Monday to Friday, 9am until 3pm, during term time only. The setting provides funded early education for two-, three- and four-year-old children.

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