

Croston Pre-School

The Old School, Church Street, Croston, Leyland, Lancashire, PR26 9HA



Inspection date

8 May 2015

Previous inspection date

8 December 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

- Children are very imaginative during their play. Staff give them the freedom and encouragement to explore stimulating resources and activities linked to their interests.
- Children make good progress in their communication and language development. Staff speak clearly and use good eye contact, saying the names of children to gain their full attention. Children enjoy learning sign language which is particularly useful for children with special educational needs and/or disabilities and younger children.
- Staff use questions skilfully in children's play to prompt them to think for themselves. As a result, children learn to ask their own questions and test their ideas.
- Children feel welcomed and loved by caring staff who make children feel safe. These strong relationships provide good support for children's emotional well-being.
- Staff encourage polite manners and good behaviour. Children are responsive to staff and kind and cooperative with one another.
- Children's safety is prioritised by all staff. Managers ensure that staff are well trained about how to safeguard children from harm, and regular supervision meetings include a declaration of suitability to work with children.
- The manager creates opportunities for staff to discuss their learning from training courses. The staff team work closely, so that the skills of the most experienced and well-qualified staff are shared with the whole staff team, including students. This has a positive impact on teaching and learning at the pre-school.

It is not yet outstanding because:

- Occasionally, group times are too long to maintain the full attention of the youngest children. As a result, some children become restless and lose concentration.
- Children's individual next steps in learning are not always effectively shared with parents to help them to guide children's learning at home.

What the setting needs to do to improve further

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

- enhance the monitoring of, and planning of, group activities, so all children are fully engaged
- strengthen partnerships with parents further, by focusing more precisely on sharing children's next steps in learning at regular intervals, in order to help parents to guide their children's learning more effectively at home.

Inspection activities

- The inspector checked evidence of the suitability and qualifications of the staff, manager and committee.
- The inspector observed the staff engage in a range of activities and care routines with the children.
- The inspector held discussions with the staff and manager.
- The inspector looked at a selection of policies and procedures.
- The inspector spoke with the parents to gain their views.
- The inspector conducted a joint observation with the manager.

Inspector

Lisa Bolton

Inspection findings

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

The quality of teaching is good and some is outstanding. Staff offer very good support for children's developing literacy skills. Children of all ages are encouraged to recognise their own names. For example, staff guide children to find their place at the lunch table by encouraging them to find and read their name cards. Children are inspired to write, because staff know how to plan interesting activities for children, by including their individual interests. For example, children write the names of their favourite football players because staff provide themed resources and clear guidance. Staff skilfully introduce mathematics into children's play. For example, staff ask children to estimate how many scoops of sand will fill a bucket and children are motivated to test their ideas. Pre-school children are supported particularly well because staff clearly understand how to prepare them with the skills they will need for school.

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

Staff encourage the growing independence of children, and care routines effectively contribute towards children's self-confidence. For example, older children are motivated to wash their hands independently and staff accompany the youngest children while singing 'this is the way we wash our hands' to guide them. Children look forward to starting school because staff help children to become familiar with what to expect. For example, children wear their new school jumpers and cardigans, and talk with pride about their badges. Children learn about healthy foods while talking to staff and enjoying their snack. For example, older children talk about milk coming from a goat, as well as a cow. Staff encourage children to be active and explore the outdoors, promoting their health. For example, children delight in using buckets to catch rainwater pouring from the canopy.

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

The manager has a clear understanding of the requirements of the Early Years Foundation Stage and self-evaluation is well targeted. Staff observe children regularly to assess children's progress and plan for their next steps in learning. Accurate tracking and ongoing reviews of children's progress means that gaps in learning can be identified quickly. However, the monitoring of children's engagement is not yet fully in place. For example, children move into different groups according to their ages for story and singing time. Older children concentrate well and enjoy engaging in discussion. However, staff expect younger children to maintain their attention for the same duration as older children and they quickly become restless. The manager and staff work closely with parents, other pre-schools and external agencies to devise ways to support individual children. Partnerships with parents are generally good and parents value daily communication with staff. Children's achievements are regularly shared with parents and staff encourage parents to contribute any significant events or achievements from home. However, staff do not routinely share the precise detail of children's individual next steps in learning with parents, to promote learning at home.

Setting details

Unique reference number	502193
Local authority	Lancashire
Inspection number	869162
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	45
Name of provider	Croston Pre-School
Date of previous inspection	8 December 2011
Telephone number	01772 601241

Croston Pre-school was registered in 2001. The pre-school employs five members of childcare staff, four of which hold early years qualifications at level 3 or above, including the manager who holds Early Years Professional status. The pre-school opens during term time only from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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