

# Park Pre-School

Community Centre, Mill Street, Kirkham, PRESTON, PR4 2AN



## Inspection date

10 June 2015

## Previous inspection date

13 January 2009

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

## Summary of key findings for parents

### This provision is good

- Educational programmes are in depth and ensure all children's needs are met through thoughtful planning and challenging experiences.
- Staff have a good knowledge of all children and how they learn. The quality of teaching ensures all children are making good progress towards the early learning goals.
- Effective monitoring means that all staff are consistent in their assessments of children, therefore, they make good progress.
- Children benefit from an exciting and enriched outdoor area, which promotes healthy lifestyles, physical skills and children's awareness of the world around them.
- Staff promote a positive and warm environment. Consequently, children are self-motivated, well behaved and form strong emotional attachments to all staff.
- All staff are highly aware of child protection issues, and the plans for training place a strong focus on safeguarding. As a result, children are well protected from harm.

### It is not yet outstanding because:

- Where children also attend other settings, staff do not routinely seek to share information about their progress and development with other professionals who also care for them.
- Staff do not always make good use of opportunities for children to clear their plates and cups away independently after they have finished their snack.

## What the setting needs to do to improve further

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

- ensure that staff routinely seek to share information about children's progress with other professionals who also care for them, in order to ensure consistency in planning and assessment for them.
- build on children's ability to be independent at snack time by encouraging them to tidy away their plates and cups after use.

### Inspection activities

- The inspector carried out a tour of the setting, both inside and outside.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the manager of the pre-school.
- The inspector held a meeting with the manager and looked at relevant documentation, such as policies and procedures, and assessment and planning records.
- The inspector spoke to all staff and looked at evidence of monitoring and supervision and the suitability of staff working in the pre-school.
- The inspector spoke to parents and took account of their views.

### Inspector

Rebecca Stead

## Inspection findings

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

All staff and managers fully understand the learning and development requirements of the Early Years Foundation Stage. They use their strong knowledge and expertise in teaching to provide many learning experiences for children. Children initiate activities confidently and independently with the skilful support of staff who enhance their learning. Children explore in a camping area and learn about being safe outdoors. They listen to stories and retell them enthusiastically. Children manipulate play dough and use their favourite toy cars to make marks in it. Staff model language and ask frequent questions to engage children's curiosity and support those who speak English as an additional language. As a result, all children are making good progress in their communication and language skills. Planning and assessment arrangements focus sharply on the individual needs of all children and are shared with parents, in order to promote continuity of care between the pre-school and home.

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

The outdoor area has been thoughtfully improved and has become a testament to the setting's uniqueness. Children spend the majority of the day engaged in outdoor physical activities, such as balancing on logs and exploring in mud and sand, in the natural outdoor environment. Children learn to be safe as they participate in routine fire drills. Children are prepared for school because they pour their own fresh water and learn good table manners during snack time. Children are encouraged to help themselves to healthy snacks and they learn skills in mathematics while using a tally chart to log what fruits they choose. However, staff tidy away plates and cups after children have eaten, consequently, missing opportunities for them to build on their ability to be independent at all times.

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

Managers ensure they begin the day with staff meetings, in order to share good practice and the activity plans for the day. Managers effectively monitor staff through frequent supervisions, which promotes consistency for all children. The manager and all staff are suitably qualified to level 3 in childcare. This helps staff understand the importance of evaluating and setting targets to drive improvements. Staff have developed good relationships with parents, teachers and early years professionals. They share children's progress reports, which supports them when they move to school. However, staff do not routinely collect information about children's progress from all professionals, in order to ensure consistency of care and support at all times. Parents speak highly of the staff and the support offered to them, which ensures children's needs are fully met.

## Setting details

<b>Unique reference number</b>	EY372877
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	858149
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Karen Dorothy Dugdale
<b>Date of previous inspection</b>	13 January 2009
<b>Telephone number</b>	01772 686 622

Park Pre-School was registered in 2008. The pre-school employs four members of childcare staff, all of whom are qualified to level 3. The pre-school opens Mondays, Wednesdays, Thursdays and Fridays, term time. Sessions are from 9am until 12 noon, except Tuesdays when the pre-school is open all day. The pre-school provides funded early education for two-, three- and four-year-old children.

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