

Leigh Central Community Pre-School



Leigh Central Children's Centre, Windermere Road, LEIGH, Lancashire, WN7 1UY

Inspection date	24 June 2015
Previous inspection date	22 June 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Planning and assessment are not sufficiently robust to ensure activities always provide appropriate challenge for all children.
- The manager does not monitor children's assessments and planning closely enough, to make sure all children make progress.
- The manager does not yet have a highly focused and targeted improvement plan in place, to more accurately identify and monitor areas to develop.
- The programme of professional development is not yet sharply focused, to ensure that staff are constantly improving their understanding and practice.

It has the following strengths

- Children form strong attachments with their key person and other staff. As a result, children and staff engage in play together and develop close relationships.
- Children are kept safe as staff have a clear understanding of child protection and the procedures to follow should they have a concern about a child in their care.
- Children develop their language and communication skills well because staff model clear language and sing songs to support children's play.
- Staff have a robust understanding of managing risks effectively, to ensure children's safety and well-being.
- The staff establish close relationships with parents, the host school and other agencies, to support children's care and learning.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the procedures for planning and assessment to ensure all children are challenged consistently and make good or better progress in their learning.

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

- monitor the quality of assessment and planning robustly, in order to check that all children make good progress in their learning
- develop the process of ongoing self-evaluation to ensure that areas for improvement are more accurately targeted and evaluated
- provide staff with a more focused programme of regular, effective supervision and professional development, to improve their knowledge, understanding and practice.

Inspection activities

- The inspector had a tour of the pre-school.
- The inspector observed activities and the quality of teaching.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and held meetings with the provider, the manager and a member of the local authority advisory team.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and the manager's procedures for self-evaluation.

Inspector

Emma Barrow

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Planning and assessment are not effective. Staff do not use observations and assessment of children's learning to identify and plan their next steps across the seven areas of learning. Therefore, staff do not make the most of the opportunities to maximise children's learning by building on their interests, to encourage them to think through their own ideas, solve problems and extend their own imagination. As a result, staff do not provide a range of activities that are well planned to meet the needs and interests of all children. Children play and learn in a well-resourced and stimulating environment, both indoors and outdoors. Staff show a genuine interest in the children and engage them in purposeful dialogue as they play. As a result, children talk with confidence and develop good speech and language skills, and gain the basic skills they need to be ready for school.

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

The environment is well organised and welcoming. Staff are sensitive, calm and provide stimulating resources, such as fish, to support the children to explore the topic of the seaside. Children move freely within the environment and develop their independence as they choose what and where they want to play. Outside, children are encouraged to take safe risks when playing with resources such as crates, balancing beams and tree stumps, building on their physical skills. Staff help children to be emotionally ready for the move to school. Children use books and resources well, and make visits to the school and take part in sports day. Children behave well and have a positive attitude towards learning because staff have high expectations and offer clear routines and boundaries. For example, staff give clear warnings when a change of routine is about to occur so children know when they will have to stop their play.

The effectiveness of the leadership and management of the early years provision requires improvement

The manager and the staff have a secure understanding of safeguarding procedures to ensure children's welfare and safety are a priority. They have a strong understanding of their responsibilities and implement a range of policies and procedures to promote children's health, safety and well-being. Self-evaluation takes into account the views of staff, parents and children, to effectively implement plans to drive improvement. However, this is not precisely targeted and documented to enable more accurate monitoring and assessment, in order to improve practice. Monitoring of planning and assessment is not sufficiently robust to help the manager check precisely that it meets the needs and interests of all children. Staff training and qualifications have a suitable impact on children's progress. For example, following training, staff have introduced a range of effective strategies to promote children's speech and language skills. However, the systems in place for staff's professional development are not sharply focused, to improve their practice. For example, staff do not have opportunities to share practice and monitor the quality of teaching throughout the pre-school.

Setting details

Unique reference number	EY415729
Local authority	Wigan
Inspection number	851646
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	57
Name of provider	Leigh Central Primary School Governing Body
Date of previous inspection	22 June 2011
Telephone number	01942 673810

Leigh Central Community Pre-School was registered in 2010. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications. The pre-school operates Monday to Friday from 9am to 3.30pm, during school term time. It provides funded early education for three- and four-year-old children.

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