

University Of Central Lancashire Pre-School Centre

University of Central Lancashire, PRESTON, PR1 2HE



Inspection date

Previous inspection date

25 June 2015

9 July 2012

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 and independently access areas and activities they are interested in and staff support their development by extending children's learning through good questioning.
- Children form strong attachments with their key person and seek comfort when they are feeling less secure. As a result, children are confident and settled.
- Effective partnership working with external agencies and parents ensure that children who have special educational needs and/or disabilities are very well supported. This enables good systems to be in place to meet the children's needs and ensure they receive the best possible support.
- The managers and staff are well qualified and all staff are supported in their individual training needs to successfully promote children's care and learning.
- The managers work as part of the team providing staff with positive role models, which clearly influences good teaching practice.
- Children are kept safe in the setting through the robust security system on the premises and all staff have an in-depth understanding of safeguarding.

It is not yet outstanding because:

- Assessments of children are not always as precise and sharply focused in the baby room as in other areas of the nursery.
- Opportunities for babies to access the outdoor area are not always maximised.

What the setting needs to do to improve further

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

- build on the systems for assessing new children once they are settled, in order to sharpen and focus tracking more precisely
- enhance opportunities for babies to choose whether to play outdoors.

Inspection activities

- The inspector undertook a tour of the premises and observed activities in the three play areas, as well as play in the outdoor area.
- The inspector held a meeting with the managers and spoke to other staff members.
- The inspector carried out a joint observation with one of the managers.
- The inspector spoke with staff and children at appropriate times during the inspection and took account of the views of parents and carers.
- The inspector looked at children's records, progress records, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures to safeguard children's welfare and the provider's self-evaluation form.

Inspector

Daphne Carr

Inspection findings

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

Staff are well qualified, experienced and have high expectations of the children. They provide an array of exciting resources and activities for children to access independently. Indoors, children enjoy investigating and making marks in a tray of green dough, creating dinosaur footprints. Other children creatively make a junk model of a dinosaur in the outdoor area. All staff consistently promote children's critical thinking, especially throughout a visit of a model dinosaur. Consequently, children are making good progress in their communication and language skills. Children are encouraged to write the letters of their names using chalk on the floor, which promotes all children's interest in writing. Therefore, children are beginning to learn the skills needed to be ready for the next stage in their learning and school. Staff collect detailed information from parents when children first start at the setting. However, assessments of children are not always regular enough to demonstrate a sharp focus on tracking their progress from their starting points.

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

Children are confident and settle well in the nursery because staff are sensitive to their needs and offer cuddles if they feel insecure. Settling-in sessions meet children's individual needs and parents are well supported when leaving their children in the early stages. This promotes children's emotional well-being. Children throughout the nursery know the routines well and enjoy helping out at mealtimes. Additionally, staff promote younger children's independence. For example, a child is given a small brush when they ask to help to sweep up crumbs in the baby room. Children behave extremely well because staff have clear expectations and are good role models. Children are confident and independent as they develop their physical skills and learn to take calculated risks in the well-thought-out environment, both inside and outdoors. However, opportunities for babies to access the outside area is not always as well promoted as staff do not always respond to their interests quickly enough.

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

The managers seek the views of children and parents through regular questionnaires and parents' evenings and take these into account when making improvements. Parents provide positive feedback about the setting and comment that 'All staff are friendly and approachable' and 'My child doesn't want to come home'. All managers have a good understanding of the requirements of the Early Years Foundation Stage. Through good monitoring systems and the inclusion of external agencies and partnership with parents, secure interventions are put in place so that all children make good progress in their learning. The drive for continuous improvement is good. The managers provide staff with opportunities for individual training. The setting's approach to improvement ensures all staff are involved through the Quality Award Scheme with the local authority.

Setting details

Unique reference number	EY424614
Local authority	Lancashire
Inspection number	852514
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	90
Number of children on roll	69
Name of provider	University Of Central Lancashire
Date of previous inspection	9 July 2012
Telephone number	01772892597

The University of Central Lancashire Pre-School Centre was registered in 2011. The nursery employs 13 members of childcare staff. All of which hold appropriate early years qualifications at levels 4 or 5, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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