

St Nicholas Pre-School

Squires Gate Football Club, School Road, Blackpool, Lancashire, FY4 5DS



Inspection date

6 July 2015

Previous inspection date

12 November 2009

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

- Staff have a good understanding of the Early Years Foundation Stage and use this knowledge effectively to teach and engage children in learning. Staff plan activities which follow children's interests and support the next steps in their learning. As a result, all children make good progress in their learning and development.
- Children have built strong relationships with staff. They often ask staff to join in their play. Children are settled and happy, as they explore the resources and environment with enthusiasm. Staff have high expectations of children and, children listen carefully to adult requests. Behaviour is good.
- Staff attend statutory and non statutory training opportunities. This has a positive impact on children's well-being. For example, staff attend regular child protection courses and are aware of the authorities to contact should they be concerned about a child's welfare.
- Partnerships with parents are well established. Staff welcome the views of parents to support and enhance children's learning. As a consequence, children's needs are well met.
- Leadership and management are strong. The management team are committed to reviewing their practice and evaluating their service. The manager has identified priorities to make sure the pre-school is continuously improving.

It is not yet outstanding because:

- Children are not always well supported to think for themselves, because they are not always asked effective questions to enhance their language and communication skills.
- Staff do not always share effective information about a child's development stage when the child is cared for by other carers, such as a childminder.

What the setting needs to do to improve further

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

- enhance teaching practice, when talking with children, to include more effective questions to better support children's communication and language
- develop partnership working, when children receive care from multiple carers, to improve information sharing about children's developmental stage.

Inspection activities

- The inspector observed activities and children at play throughout the inspection, in the indoor and outdoor environment.
- The inspector spoke with children, staff and the manager throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and completed a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluative practice and improvement plans.

Inspector

Elisia Lee

Inspection findings

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

Staff complete regular observations of children as they play in order to identify their developmental stage. Planned activities are targeted to support children's next steps in their learning. Staff support children's mathematical development well. Staff introduce keywords, ask children to notice similarities and differences and support children to group shapes together. The impact of teaching is good and children are making good progress in readiness for future moves. However, at times, staff can repeat the same question and do not change their questioning effectively, in order to encourage children to think of different answers and further enhance their language skills. Parent partnerships are good. Parents are invited to contribute to children's progress records. This enriches staff knowledge of children's individual needs.

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

Staff create an environment that is warm and friendly. There is an effective key-person system in place and staff understand children's needs well. For example, staff are very calm and nurturing as they reassure children when they become a little unsettled. This means that children's emotional well-being is effectively supported. Staff support children's physical skills through offering a wide range of outdoor play opportunities. Staff support children in gaining the key skills they need for the next stage in their learning. Partnerships support children through times of change as staff invite teachers in from local schools. This enables teachers to know more about children to help make their move to school more effective. However, information about children's needs is not shared as well with other providers who share the care of children. This means that information sharing is not as purposeful as it could be to reinforce children's needs.

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

Staff have a good understanding of the Early Years Foundation Stage. Staff are well qualified and this has a positive impact on teaching and children's progress. Staff attend targeted training events to support children's needs, such as supporting children to learn about letters and sounds. The manager supports continued professional development through appraisal systems, staff meetings and observing staff practice. There is a high regard to risk management. Daily safety checks are completed to ensure the environment is safe for children. The manager regularly evaluates practice in the pre-school in order to maintain continuous improvement. All recommendations raised at the previous inspection have been addressed. This shows an ongoing commitment to improvement. The manager monitors children's progress every term to identify any gaps in learning. These gaps are swiftly addressed so that children can continue to progress with their learning and development. Partnerships with parents and other professionals enhance all aspects of children's development.

Setting details

Unique reference number	EY315320
Local authority	Blackpool
Inspection number	862197
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	38
Name of provider	Christine Anne Walsh
Date of previous inspection	12 November 2009
Telephone number	07786 905161

St Nicholas Pre-school was registered in 2005 and is owned and managed by a private provider. The pre-school employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and five members of staff hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday term time only, from 8am to 3.30pm every day. The pre-school provides funded early education for two-, three- and four-year-old children.

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