

Sacred Heart Pre-School

Sacred Heart RC School, Heys Street, Thornton-Cleveleys, Lancashire, FY5 4HL



Inspection date

7 July 2015

Previous inspection date

17 May 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

- The quality of teaching is consistently good throughout the pre-school. Staff show they understand the learning and development requirements of the Early Years Foundation Stage.
- Staff know the children well. They use their good knowledge of children's needs and interests to effectively plan opportunities and experiences that tap into children's natural curiosity and fascination.
- Children have lots of fun at the pre-school and are eager and motivated to learn. As a result, they develop the skills and attitudes to prepare them for their future learning, including their move to school.
- Staff are good role models and have high expectations of children. They work closely with parents to share consistent behaviour management strategies at the pre-school and at home. As a result, children understand what is expected of them. They behave very well and show kindness and consideration to each other.
- Staff promote close and respectful relationships with the children and this fosters a sense of belonging and promotes children's well-being. Children are confident as their emotional and physical needs are met.
- Staff have a secure understanding of the safeguarding procedures and implement these well to ensure children's welfare and safety.

It is not yet outstanding because:

- Staff do not always organise adult-led activities so that they are able to offer all children the same high levels of support and interaction.
- Staff are not provided with regular opportunities to learn from each other and share their best practice to raise the quality of teaching even higher.

What the setting needs to do to improve further

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

- review the organisation of adult-led activities to meet children's interests and abilities, so that all children receive high-quality teaching and make the best possible progress in their learning
- provide staff with more frequent opportunities to learn from each other and share their best practice to consistently develop the quality of teaching.

Inspection activities

- The inspector observed the quality of teaching in the indoor and outdoor learning environments and the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the manager and spoke to staff at relevant times during the inspection.
- The inspector spoke to children and a selection of parents and took account of their views.
- The inspector looked at a range of relevant documentation, including the pre-school's self-evaluation document, evidence of the suitability of staff and the policies and procedures.

Inspector

Cath Palser

Inspection findings

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

Staff use comprehensive tracking systems to evaluate children's progress. They ensure that any gaps in children's learning are promptly identified and early support is sought. Consequently, all children, including those with special educational needs and/or disabilities make good progress from their starting points. Staff understand the different ways that children learn. They show older children how to use information and communication technology equipment to take photographs of the insects they find outdoors. They look for images on the computer of weather conditions, such as twisters, increasing children's interest in a favourite story. As a result, children develop a growing understanding of how things work and a natural curiosity in the world around them. Staff give younger children plenty of time to play and explore. For example, they encourage children to find the matching colours of the cars. However, at times, staff do not always organise adult-led activities to ensure that all children are provided with the same high levels of support and interaction. As a result, some children occasionally lose interest.

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

Staff provide a safe, warm and welcoming environment. Children settle easily due to the close bond and secure relationship established with the staff. They develop a growing understanding of healthy lifestyles and strong physical skills. Children follow good hygiene routines and enjoy healthy snacks and meals. They have fun playing in the outdoor environment and learn how to keep themselves safe. They gain confidence and self-assurance as they practise climbing, balancing and negotiating the large play equipment. Staff understand how to manage risks throughout the day and protect children's health and safety. Therefore, children are kept safe from harm.

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

The management team regularly seek the views of children, parents and staff to set priorities and drive improvement. There is an effective and targeted plan for ongoing professional development. All staff are qualified to at least level 3. This, together with training attended, has a positive impact on the quality of teaching. For example, many of the staff have attended early speech and language development training. They have used their knowledge well by implementing effective strategies that promote children's communication skills. For example, staff give children plenty of time to respond to questions and engage children in purposeful dialogue. The management team effectively review children's progress and the quality of teaching. However, they do not yet provide ongoing opportunities for staff to learn from each other and share their best practice to raise the standard of teaching to an outstanding level. Staff establish strong partnership working with parents, school and other agencies to promote continuity in children's care and learning. Parents say they are delighted with the progress their children are making and feel supported to continue their children's learning at home.

Setting details

Unique reference number	EY318019
Local authority	Lancashire
Inspection number	862278
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	41
Name of provider	Sacred Heart Pre-School Committee
Date of previous inspection	17 May 2011
Telephone number	07835711921

Sacred Heart Pre-School was registered in 2005 and is run by a committee. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3 and five hold a qualification at level 4. The pre-school opens from Monday to Thursday from 9am to 3.30pm and on Friday from 9am to 12pm during term time. The pre-school provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

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