

# Little G's Pre-School

Unit 8, Chorley West Business Park, Ackhurst Road, CHORLEY, Lancashire, PR7 1NL



## Inspection date

8 July 2015

## Previous inspection date

3 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Children make good progress in their learning. Staff use well-focused observations of children, together with regular assessments, to plan for the individual next steps in children's learning.
- Children are supported to develop their communication and language skills. Staff use a variety of different questioning techniques as children play and allow them sufficient time to be able to think and answer.
- Children benefit from affectionate and caring relationships with staff. They are good role models and encourage children to be independent, courteous and kind to each other.
- Partnerships with parents and other professionals are strong. Staff recognise and deal swiftly with any emerging learning needs of individual children. Parents are kept up to date with information regarding their child.
- Arrangements for safeguarding are effective. Clear policies, procedures and risk assessments are in place. These are reviewed regularly and well understood by all staff. As a result, children are safe in the pre-school.
- The management team and staff carry out regular evaluations of the setting. They include the views of staff, parents and children in this process. Therefore, they are able to make meaningful changes to the setting.

### It is not yet outstanding because:

- Staff do not always ensure that when organising some sessions, the needs of the younger children are consistently met and their play is not disrupted.
- Staff do not organise some learning environments, to ensure children have every opportunity to extend their early reading and writing skills.

## What the setting needs to do to improve further

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

- provide even more opportunities for children to develop their early reading and writing skills
- review the routines of the day, to maximise opportunities for younger children's play and learning, and avoid disrupting them when they are engaged in activities and independent play.

### Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector toured the setting with the manager.
- The inspector observed teaching and the impact this had on children's learning both indoors and outside.
- The inspector spoke to the nominated persons, members of staff and the children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.

### Inspector

Donna Birch

## Inspection findings

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

The manager and staff are well qualified and experienced. They use their good knowledge of individual children to ensure they provide a wide range of activities and experiences, that effectively cover all areas of learning. Staff place a good focus on helping children develop their communication and language. Staff repeat familiar words and sounds to younger children and babies, and use simple sign language to help children with speech and language delay. This helps all children to make good progress. Routines of the day generally support children's learning well. However, sometimes younger children's play and learning is disrupted in order to join a group activity. Older children interact well with staff and invite them to take part in their play. Staff extend children's thinking and ideas by asking lots of questions. However, staff do not provide a variety of literacy resources in the learning environments, that children can use independently as they play, to help them understand that print carries meaning and extend their reading and writing skills.

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

Key-person relationships are strong. Staff develop extremely positive and trusting relationships with children and their families. Settle-in sessions are used well to get to know children and provide for their individual needs. Staff ensure that children are prepared emotionally for making the move to the next room within the pre-school and to school. Consequently, children are very happy and display confidence as they actively explore their surroundings. Staff consistently encourage and reinforce good hygiene practices. They help children understand the importance of leading a healthy lifestyle through regular opportunities to access outdoor play and they encourage children to eat healthily. Children develop their independence and self-care skills, including the youngest of children who eagerly try to feed themselves, with support and encouragement from staff.

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

The manager and staff have a secure understanding of how to meet the requirements of the Early Years Foundation Stage. Safeguarding policies and procedures are understood and effectively implemented by the staff. A robust recruitment procedure is in place, which ensures that all children are cared for by suitable adults. A thorough induction programme is completed. Staff are well supported through effective monitoring, supervision and targeted reviews, which ensures that they access training and deliver good quality care and education. The management team are committed and dedicated and have high expectations for the pre-school. The manager supports staff in tracking the progress of individual and groups of children and they swiftly identify the progress made by different groups. Consequently, the pre-school sustains successful levels of achievement and children are making consistently good progress.

## Setting details

<b>Unique reference number</b>	EY460341
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1020901
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Little G's Pre-School Limited
<b>Date of previous inspection</b>	3 October 2013
<b>Telephone number</b>	07547128838

Little G's Pre-school was registered in 2013 and is situated in Chorley Lancashire. The setting employs nine members of childcare staff. All of whom hold appropriate early years qualifications at levels 2 to 6. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The setting supports a number of children who have special educational needs and/or disabilities and who speak English as an additional language.

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