

Aspull Pre-School

Aspull Branch Library, Oakfield Crescent, Aspull, WIGAN, Lancashire, WN2 1XJ



Inspection date

11 September 2015

Previous inspection date

14 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are well qualified and demonstrate a secure knowledge of how children learn and develop. They provide a good range of activities and adapt the learning environment based on children's interests and different levels of development. Therefore, children are motivated to explore and learn.
- Arrangements for assessing and monitoring all children's progress in development are in place. Management have extended this monitoring to different groups of children including those who are in receipt of funded early education for two-, three- and four-year-old children and the early years pupil premium.
- Children are very well supported with their move from home to the setting. They receive a home visit prior to starting the pre-school which enables relationships to form right from the beginning. Children receive a child-friendly pack to welcome them, while parents have the opportunity to share information about their child and ask any questions.
- The staff team has a good working relationship. They offer consistency of care and have strong partnerships within the community including other early years settings, local schools and the local authority early years team.
- The views of staff, parents and children are sought. Together they demonstrate a clear vision for further developments of the pre-school in order to refine the provision.

It is not yet outstanding because:

- Occasionally, the arrangements of group activities are not always successful to maintain children's interests.
- Opportunities for all staff to build on their existing knowledge and skills are not fully explored in order that high quality teaching can be sustained and further enhanced.

What the setting needs to do to improve further

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

- plan larger group activities better, so that all children are fully engaged and receive the very best learning outcomes
- provide innovative ways in which staff can build on their skills and knowledge so that children continue to benefit from rich learning experiences.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector completed three joint observations with the manager.
- The inspector held a meeting with the provider, deputy manager and a local authority early years advisor. She looked at relevant documentation, such as the provider's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector looked at a sample of policies including risk assessments, children's assessment records and discussed the systems for planning children's play experiences.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management is good

The management team and staff implement the requirements well, ensuring the arrangements for safeguarding are effective. Staff understand their responsibilities to protect children and keep them safe. The management team is very active on a daily basis and work alongside the staff. Together they review the learning experiences they offer children and the progress children make. Children in receipt of early education funding benefit from accessing a good quality provision. The manager ensures that all staff receive support and coaching and are informed about changes occurring within early years. The manager utilises professional interests of staff and supports them to attend further training.

Quality of teaching, learning and assessment is good

The quality of teaching and how staff interact and support children's play experiences are good. Staff place a strong focus on supporting children's language and communication. This is a specific area of development that management and key persons have identified as being less than expected on entry for many children. Staff demonstrate how to speak clearly and use pictures to help children's understanding, particularly for those who speak English as an additional language. Some staff have received specific training to equip them with strategies so that they can narrow this gap quickly. Staff encourage children to develop a love of reading. They access the on-site library and choose a book to take home and share with their parents. All children enjoy group sessions, however, the planning of these sessions are not always effective to sustain children's interests, as the size of the groups is too large. Staff ensure children have access to a range of resources that help them develop the skills they need to be ready for their next stage in learning and support children to feel confident as they move on to school.

Personal development, behaviour and welfare are good

Children and their families are warmly welcomed into this friendly pre-school. The manager and staff have a good understanding of their responsibilities and implement strong working practices so that children's health, safety and well-being are supported. The key-person system is effective. Children's behaviour is good. Staff reinforce good behaviour during activities, using lots of positive encouragement and praise, therefore, promoting children's confidence and self-esteem. Children have opportunities to choose when they want to access the outdoors. There is a range of equipment that promotes children's physical skills and the opportunity to take age-appropriate risks.

Outcomes for children are good

Children are gaining a solid foundation in which to grow and develop. Their independence is promoted as they make choices and decisions in their play and learning. When children are not reaching age-expected levels of development, successful strategies are put in place to ensure the gap is reduced. Therefore, overall all children make at least good progress.

Setting details

Unique reference number	EY416220
Local authority	Wigan
Inspection number	851704
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	39
Name of provider	Aspull Pre-School Limited
Date of previous inspection	14 February 2011
Telephone number	01942831457

Aspull Pre-School was registered in 2010. The pre-school employs seven members of childcare staff. All hold appropriate early years qualifications at level 3. Two members of staff are working towards a level 5 qualification. The provision opens from Monday to Friday term time only. Sessions are from 9.15am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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