

# Thornton Pre-School Playgroup

School Road, Thornton-Cleveleys, Lancashire, FY5 5BJ



<b>Inspection date</b>	19 October 2015
Previous inspection date	18 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The views of children, parents and staff are sought regularly to help the management team focus on priorities and drive improvement. The comprehensive systems to check and review children's progress are used to set high expectations and ensure early intervention and support is sought where appropriate.
- Staff establish strong partnerships with parents and encourage them to contribute to children's development records right from the start. This enables staff to plan activities that effectively meet children's interests and needs.
- Children's physical and emotional well-being is supported well throughout the day. Staff provide children with healthy and nutritious meals and snacks and invite children to grow and taste new foods. This contributes to children's understanding of how to make healthy choices.
- Children are happy, confident and motivated to learn. They are well prepared for their next stages in learning and for school.

### It is not yet outstanding because:

- The management team does not have highly effective systems in place to enhance the process of staff's professional development so that any gaps in the quality of teaching and learning are dealt with promptly.
- The manager has not maximised the opportunities for partnership working with other professionals, including other settings that children attend.

## What the setting needs to do to improve further

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

- enhance the methods to monitor staff supervision and performance management so that any gaps in the quality of teaching and learning are dealt with more promptly
- build on the partnership working with other professionals, including other settings that children attend to ensure children are offered continuity in their care and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures and the pre-school's self-evaluation.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and provider.

### Inspector

Cath Palser

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust knowledge and understanding of their role in safeguarding children. Most hold a relevant qualification and there is a programme of ongoing training which has brought about improvements in practice. For example, following different training courses, staff use a range of effective strategies to promote children's language and communication skills. However, the management team has not developed sharply focused methods of staff monitoring and supervision to ensure that any gaps in teaching are identified promptly to enhance the quality of teaching and learning. Partnerships with other professionals and settings are not yet established well enough to complement children's learning. However, the manager is aware of this and is keen to build on relationships with other professionals, including other settings that children attend to promote consistency in children's care and learning.

### Quality of teaching, learning and assessment is good

Staff share a range of ideas for parents to continue at home with their children. For example, staff provide fun phonics, language and communication activities and games. This contributes to children's developing confidence in talking to others and expressing their ideas and opinions. Accurate and ongoing assessments also help staff to promptly identify any gaps in children's learning and seek early support where relevant. Staff are deployed effectively to ensure that tasks and routines offer minimum disruption to children's learning. The environment is planned to meet the needs and interests of children and effectively promotes all areas of learning and development. Children are developing the skills to help them to be prepared well for school or the next stage in their learning.

### Personal development, behaviour and welfare are good

The close relationships established with parents help staff to provide consistency with children's care needs and routines. Children are supported well to use a variety of tools during activities with care and increasing skill and confidence. Children have continuous access to the outdoors so that they have plenty of opportunities to play with energy and vigour. Staff are good models and provide clear expectations about behaviour. They use a range of positive strategies, including offering children gentle reminders about the rules throughout the day. Children are supported well to understand the views and feelings of others and they make friends easily and play cooperatively together. Children are self-assured and show tenacity to keep on trying and persisting during tasks. This contributes to children's confidence and self-motivation.

### Outcomes for children are good

Staff effectively plan educational programmes that promote all areas of learning and development that meet the needs and interests of children. Accurate assessment documents are used to evaluate the progress of the different groups of children who attend. All children, including those who speak English as an additional language are making good progress in their learning and are developing the skills and attitudes that promote their future learning.

## Setting details

<b>Unique reference number</b>	EY271296
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	860777
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	27
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Thornton Pre-School Playgroup Ltd
<b>Date of previous inspection</b>	18 May 2011
<b>Telephone number</b>	07792 784 687

Thornton Pre-school Playgroup was registered in 2003. It is privately owned and operates from Baines Endowed School. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term times. Sessions are from 8.45am to 11.45am, 11.45am to 12.45pm and 12.45pm to 3.45pm. Breakfast club runs from 8am to 8.45am. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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