

Garstang Pre-School Nursery



St Thomas CE Primary School, Kepple Lane, Garstang, Preston, PR3 1PB

Inspection date	26 November 2015
Previous inspection date	7 December 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The exceptionally motivated and dynamic manager has extremely high aspirations for the staff and children. This contributes towards the excellent progress children are making from their starting points.
- Robust self-evaluation takes into account the views of children, parents and staff. Highly innovative development plans are used to drive improvement. The manager and staff show passion and dedication which result in outstanding practice.
- Highly effective partnership working with parents ensures that parents are fully engaged in their child's learning. Parents' knowledge about their child is used exceptionally well and makes a significant contribution to the high-quality planning and assessment of their child's progress.
- Staff provide children with the freedom and encouragement to explore a wealth of rich, varied and imaginative resources.
- Staff are highly skilled at tuning in to children's existing skills, motivations and understanding. They use these to accurately plan children's next steps in learning.
- All children achieve at an outstanding level, including those who speak English as an additional language. They are well prepared for their next stages in learning and readiness for school.

What the setting needs to do to improve further

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

- continue to find even more innovative ways to engage parents in their children's 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 nursery manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the provision. She looked at a range of other documentation, including policies and procedures and the nursery's self-evaluation.
- The inspector looked at parental feedback documents and questionnaires. She 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.

Inspector

Cath Palser

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The management team has meticulous records and policies which are used to promote children's safety and welfare. Staff know how to keep children safe and what to do should they be concerned about a child's welfare. Staff are highly qualified. They are provided with ongoing supervision and support to ensure the quality of teaching is constantly improving. For example, following language development programmes and training on outdoor play, staff have established wonderful natural environments and spaces for children to practise their communication skills. Staff offer each child a superb range of opportunities and experiences that ignites and fosters children's natural curiosity, imagination and motivation to learn. Partnership working with other professionals is superb. The manager shares her excellent knowledge and passion with other settings and professionals. She intends to enhance how staff work with parents to provide further strategies to promote children's learning at home.

Quality of teaching, learning and assessment is outstanding

The highly motivated staff provide children with stability and structure in a purposeful learning environment. An excellent mix of adult-led and child-initiated activities ensures children remain enthusiastic and motivated to learn. Staff engage younger children in activities to engage their fascination and curiosity. For example, children speculate what might be inside a box that staff present to them. Older children show curiosity, strong ability and thinking skills as they learn to use magnifying glasses. They hunt for insects and suggest new ideas, such as looking for small holes in the tree branches. Staff use a range of highly effective strategies to promote children's communication and language skills. Children show confidence as they talk about their experiences, ask questions and skilfully use an increasingly wide vocabulary. Comprehensive observations and assessments of children are used to promptly identify any gaps in their progress. All children are supported extremely well so they are prepared for school or the next stage in their learning.

Personal development, behaviour and welfare are outstanding

Staff work extremely well with parents so they can plan to meet children's needs and care routines from the start. Children form very strong attachments with their key person and are highly motivated and confident. They are supported to understand how to behave well and keep themselves safe and healthy. Children play extremely well together and show kindness, empathy and an understanding of the feelings of others. Children explore, practise and develop their skills well, which motivates, stimulates and reinforces their learning. Children's independence and sense of responsibility are nurtured superbly throughout the day. They thoroughly enjoy their time at the setting and settle in quickly.

Outcomes for children are outstanding

Children are emotionally and physically well prepared for their next stage in their learning and journey on to school. They are confident and enthusiastic in their learning. All children are making consistently high rates of progress from their starting points and gaps are closing quickly.

Setting details

Unique reference number	309313
Local authority	Lancashire
Inspection number	855196
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	37
Number of children on roll	82
Name of provider	Garstang Pre-School Committee
Date of previous inspection	7 December 2011
Telephone number	01995 603 454

Garstang Pre-School Nursery was registered in 1992. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications to at least level 2, including three with Early Years Professional Status or Qualified Teacher Status. Three staff hold a qualification at level 6, one holds a qualification at level 4 and two hold a qualification at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.50am until 6pm. The nursery 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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