

Children R Us Preschool

1a Alder Drive, Hoghton, PRESTON, PR5 0AD



Inspection date

Previous inspection date

7 December 2015

29 April 2013

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

- Overall, the quality of teaching is strong. Children are supported well in their learning and development and make good progress from their starting points.
- Children have access to a wide variety of interesting resources both indoors and outdoors. They are interested, enthusiastic and enjoy exploring their environment.
- Partnerships with parents are strong. Parents are kept well informed of their child's development and are given suggested ways to extend their learning at home.
- The well-qualified manager and staff have a good understanding of the setting's strengths and areas for improvement. The action and recommendations from the previous inspection have been successfully addressed to improve children's learning and development.
- Staff provide a wide range of activities to help children to learn about people, communities and the world in which they live.
- Staff take effective steps to identify potential risks and minimise them within the setting, outdoors and on outings.

It is not yet outstanding because:

- Staff do not always fully support children's awareness of numbers and counting during everyday activities, in order to extend their mathematical development even further.
- Staff have not yet fully established partnerships with providers of other early years settings that children attend, to promote consistency in their learning.
- Occasionally, staff miss opportunities to further extend children's learning about the benefits of healthy eating.

What the setting needs to do to improve further

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

- enhance practice in teaching children about mathematics by further developing opportunities for them to count and use numbers
- improve effective links with other settings that children attend to robustly promote continuity in their learning
- strengthen children's understanding of how nutritious foods contribute to a healthy lifestyle.

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 setting manager.
- The inspector held a meeting with the setting manager and looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Jeanette Brookfield

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure knowledge of the procedure they would follow if they had concerns about a child. This effectively contributes towards keeping children safe at the setting. The manager ensures all staff are vetted and checks that they remain suitable to work with children. Supervisions are used successfully to identify strengths and weaknesses in staff practice. All staff are qualified and access further professional training to build on their knowledge and skills. The manager works directly with children. This helps her to monitor the provision of care and education as she works alongside staff. The manager tracks groups of children's achievements and effectively identifies children who are making less than expected progress. Staff work in partnership with parents and external agencies to put in place focused interventions that help ensure gaps in achievements are closing.

Quality of teaching, learning and assessment is good

Staff gather a wide range of information from parents when children first start and at regular times. This is used alongside their own observations to assess what children know, understand and can do. Staff know children well and understand where they need to support their learning further. Children use their imagination during creative activities, exploring a range of materials and media independently. They enjoy manipulating play dough to create different objects from their imagination. Children demonstrate good coordination and control as they safely use small tools with competence. Children's communication and language skills are supported well as staff engage them in meaningful conversation and introduce new vocabulary.

Personal development, behaviour and welfare are good

The caring and considerate staff team provide a welcoming and child-friendly environment. Parents and carers offer positive feedback about how much their children enjoy attending the setting. Children show good levels of independence and are comfortable within their surroundings. This gives children a strong sense of belonging and promotes their emotional well-being. Children are helped to understand what staff expect of their behaviour. Staff are consistent in their approach and are good role models. Children learn to share, take turns and be kind to one another. Resources are organised so children can independently access them and this helps to promote child-initiated play. Children have formed close bonds with their key person and feel very safe and secure. The outdoor area is used effectively for a full range of activities and there are plenty of opportunities for children to be physically active. For instance, children learn to balance as they walk across tyres and planks. Staff play bat and ball games to support children's developing coordination skills.

Outcomes for children are good

Children make good progress in their learning. They are active learners who engage effectively with the staff during their play. This helps to prepare all children with appropriate skills for their eventual move on to school.

Setting details

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| Unique reference number | EY455660 |
| Local authority | Lancashire |
| Inspection number | 1028340 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 5 |
| Total number of places | 30 |
| Number of children on roll | 11 |
| Name of provider | Children R Us Preschool Partnership |
| Date of previous inspection | 29 April 2013 |
| Telephone number | 07528 575088 |

Children R Us Preschool was registered in 2012. The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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