

# Clayton Green Happy Times Pre-school and Playscheme

1 Clayton Green Centre, Centre Drive, Clayton-le-Woods, CHORLEY, Lancashire, PR6 7TL

**Inspection date** 13 January 2016  
Previous inspection date 3 June 2015

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

- The leadership team has worked tirelessly since the last inspection. Detailed action plans and staff training have helped the pre-school to quickly improve. Rapid progress has been made and the staff team has worked hard to put improvements in place which benefit children and their learning outcomes.
- Children are happy and enjoy their time in the pre-school. They benefit from a good range of activities which promotes their interest and development. Staff have a good knowledge of each child and plan fun and challenging experiences, so that all children are motivated to learn.
- Staff establish good working relationships with parents. They share information about children's progress and invite parents to contribute their ideas to support children's learning. Parents speak highly of the pre-school and the support that they receive.

### It is not yet outstanding because:

- Staff do not provide enough opportunities for children to develop their thinking skills.
- Staff do not always help children to understand about keeping healthy.

## What the setting needs to do to improve further

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

- support staff to extend children's thinking skills
- help children to develop their understanding of how good practice with regard to hygiene contributes towards their good health.

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

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of the leadership and management is good

Actions taken to improve the quality of provision since the previous inspection have been effective. The pre-school manager leads a loyal and dedicated team of practitioners. The arrangements for safeguarding are effective. Staff have a robust knowledge and understanding of safeguarding policies and procedures and are able to recognise the signs and symptoms of abuse and how to report their concerns. Staff are well qualified and the manager supports them through individual supervision, team meetings and training. The manager is committed to reviewing the practice of the pre-school and evaluating the service that it provides. The manager has identified priorities to make sure that the pre-school continues to improve.

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

Children flourish in this warm and welcoming pre-school and make good progress in all areas of their learning. Children are engaged and motivated in the activities that they choose. Overall, the quality of teaching is good. Staff make learning fun for children of all abilities. Children learn about the world around them when they meet a tortoise. They take it in turns to stroke its shell and find out about what it likes to eat as they ask questions and look in books. They enjoy making bird cakes, as they mix together ingredients and learn about why birds need our help in the winter. Children have opportunities to develop their mathematical skills. For example, they match puzzle pieces together and count how many pieces they might need. Children who speak English as an additional language, disabled children and those with special educational needs are supported well. Children learn to have respect for each other. Resources are used well by staff to support children to learn about each other's similarities and differences.

### Personal development, behaviour and welfare are good

Staff support children's emerging understanding of the importance of leading a healthy lifestyle that involves physical exercise and a healthy diet. Children play outside regularly and have wonderful opportunities to use large spaces within the sports complex to promote their developing physical skills and confidence. The key-person system is very effective. Children are confident and emotionally secure. They build good relationships with staff and their peers. Behaviour is good. Through positive staff interaction, children learn to be polite, to share and to take turns when playing with toys. Strong partnerships with parents and other agencies provide a consistent approach to meeting children's needs.

### Outcomes for children are good

All children make consistently good progress from their starting points. Information gained from assessments is used well to track the progress of individuals and groups of children. Children are developing key skills to prepare them well for the move to school.

## Setting details

<b>Unique reference number</b>	309870
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1017250
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Active Nation UK Ltd
<b>Date of previous inspection</b>	3 June 2015
<b>Telephone number</b>	01772 321404

Clayton Green Happy Times Pre-school and Playscheme was registered in 2000. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The pre-school opens from 9am to 3pm Monday to Friday, during term time. It operates a holiday playscheme for older children from 8.30am to 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs, and children who speak English as an additional language.

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