

Great Eccleston Pre-School

Scout Association, Hall Lane, Great Eccleston, PRESTON, PR3 0XN



Inspection date

21 January 2016

Previous inspection date

11 December 2012

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

- Children enjoy playing with a wide selection of good quality resources. Activities are based on children's interests and the environment is adapted to support their learning well. This contributes towards children being motivated and able to explore freely.
- Staff use comprehensive assessments to evaluate the progress that children make and provide them with the support they need. All children are acquiring the skills they need for future learning and are making good progress from their starting points.
- The manager who is also the registered individual has a very good understanding of the Early Years Foundation Stage requirements. Staff have a good understanding of safeguarding and child protection procedures. They support children's growing understanding of how to keep themselves safe and healthy.
- The key-person system is good. All staff are clear about their role in helping children form secure emotional attachments. Partnerships with parents and other professionals are strong. There is a very effective two-way flow of information. Therefore, children form secure attachments and there is a shared approach to their learning, development and well-being.

It is not yet outstanding because:

- The provider evaluates and reflects on the practice but does not always identify and make best use of opportunities to extend the good teaching practice even further and raise the quality and consistency of children's learning experiences.
- On occasions, some staff do not make the best use of opportunities to extend children's learning.

What the setting needs to do to improve further

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

- identify and use opportunities to extend the very good teaching across all staff, in order to strengthen the consistency of the quality of teaching and learning even further
- ensure all staff consistently make the most of opportunities to support each child's individual learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held meetings with the registered individual who is also the manager of the setting.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, discussed how practice is evaluated and the pre-school's improvement plans.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jacqueline Midgley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Policies and procedures are understood and implemented well by all staff. A robust recruitment procedure is in place and a thorough induction programme is completed. The highly qualified manager ensures that staff have a secure understanding of how to manage and minimise any risks to children. This is achieved through training opportunities, discussions at staff meetings and supervision sessions. Various systems of self-evaluation help to maintain continuous improvement and outcomes for children. Staff are supported through well-established monitoring and professional supervision. However, evaluation and reflection do not have the exceptional detail required to consistently raise all areas of practice to the highest possible level of quality.

Quality of teaching, learning and assessment is good

The quality of teaching is good and in some instances, outstanding. Staff promote children's language well in a variety of ways. For example, when staff use show and tell, story time, rhymes and songs to encourage children to talk about their experiences and ideas. They ask very good questions and introduce new vocabulary, contributing towards children's growing confidence in talking to others. Children are well supported to make connections in their learning and use descriptive language effectively to elaborate their ideas. However, at times, some staff do not make the most of opportunities to extend children's learning even further. Staff make accurate assessments of each child's learning. This information is used very well to inform planning that reflects children's individual interests and styles of learning. It is effectively shared with parents and when appropriate, other professionals.

Personal development, behaviour and welfare are good

Caring and nurturing interactions by staff help children to feel emotionally secure. Children's individual care needs are very well met and their confidence and emotional well-being are effectively supported. There is an atmosphere of mutual respect and trust where staff calmly and consistently communicate their expectations. As a result, children's behaviour is very good. Children are relaxed, happy, kind to each other and eagerly participate. Staff support children's understanding about different people and planned events encourage an awareness of the wider community. Children's independence skills are fostered well. These help them to develop confidence in carrying out simple tasks for themselves. Amongst other things, they help to tidy up and take turns serving each other at snack time. They enjoy nutritious, healthy snacks and have plenty of outdoor play. These contribute to their good health and physical well-being.

Outcomes for children are good

Children are confident, happy to learn and make good progress in their learning. The manager has a very good understanding of how to prepare children well for their move to school. Children enjoy many opportunities which enhance their skills and knowledge in readiness for the next stage in their learning.

Setting details

Unique reference number	EY447434
Local authority	Lancashire
Inspection number	1028419
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	19
Name of provider	Great Eccleston Pre-School LLP
Date of previous inspection	11 December 2012
Telephone number	07549456344

Great Eccleston Pre-School was registered in 2012. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications, two at level 3 and the manager holds Qualified Teacher Status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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