

# Early Learners

Lancaster Lane Cp School, Hunters Road, LEYLAND, PR25 5TT



## Inspection date

5 April 2016

Previous inspection date

25 June 2012

<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

- 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.
- The key-person system is effective. All staff are clear about their role in helping children form secure emotional attachments. Effective care practices mean children's individual care needs are well met and their confidence and emotional well-being are effectively supported.
- Partnerships with parents and other professionals are strong. Parents contribute to the assessments and are kept very well informed regarding children's progress. Disabled children and those with special educational needs are particularly well supported. As a result, there is a shared approach which ensures children have their individual needs effectively met.
- 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.
- Staff are well qualified and experienced. The manager makes good use of their training and expertise to enhance the quality of care and teaching children receive.

### It is not yet outstanding because:

- The manager evaluates and reflects on the practice. However, evaluation and reflection do not have the exceptional detail required to consistently raise all areas of practice to the highest possible level.
- At times, some staff do not use what they know about each child, in order to challenge them to the highest level during their self-chosen activities.

## What the setting needs to do to improve further

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

- reflect further on the pre-school's strengths and weaknesses, in order to identify and address new priorities for improvement and raise the quality of the pre-school to the highest level
- ensure that all staff have consistently high expectations of children, particularly when supporting freely chosen activities.

### 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 manager of the pre-school.
- 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.

### 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. The management team has safe recruitment procedures in place to help ensure the suitability of staff and a thorough induction programme is completed. The highly qualified and experienced 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. This contributes to ensuring children's welfare and safety. Various systems of self-evaluation help to maintain continuous improvement and outcomes for children. Staff are supported through well-established monitoring and professional supervision. Children's individual learning and care needs are carefully considered. This contributes to all children, including disabled children and those with special educational needs, making good progress in their learning and development.

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

The quality of teaching is good and on occasions outstanding. Staff's qualifications and experience have a positive impact on their knowledge and skills. For example, they understand the different ways that children learn. They use a good range of effective teaching strategies to enhance children's enjoyment and learning. Staff promote children's language development very well, in a variety of ways. They ask challenging 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. They demonstrate their learning well as they confidently and competently use their skills. Children independently stack logs under the relevant numerals, check their work and eloquently describe their achievements. Staff make accurate assessments of each child's learning. This information is used very well to inform planning that reflects children's interests and learning styles.

### Personal development, behaviour and welfare are good

Staff use effective, tailor made procedures to settle children into the pre-school. Staff obtain thorough information from parents and use this to help children develop confidence during their initial sessions. Caring and nurturing interactions by staff help children to feel emotionally secure. There is an atmosphere of mutual respect and trust, where staff calmly and consistently communicate their expectations. Children's behaviour is very good. They are relaxed, happy, kind to each other and eagerly participate. Children's independence skills are fostered well. This helps them to develop confidence in carrying out simple tasks for themselves. Amongst other things they help to tidy up and take turns preparing nutritious, healthy snacks. This contributes 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. Children enjoy many opportunities which enhance their skills and knowledge in readiness for their move to school.

## Setting details

<b>Unique reference number</b>	EY439481
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1042094
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Early Learners Pre School
<b>Date of previous inspection</b>	25 June 2012
<b>Telephone number</b>	01772433641

Early Learners was registered in 2012. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above and the manager holds Early Years Professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

