

Wesham Preschool

Wesham Community Centre, Church Road, Wesham, Preston, PR4 3DR



Inspection date	30 June 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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's behaviour is good and they understand what is expected of them. They treat each other with respect and consideration. Staff implement effective strategies that support all children's behaviour modelled in a calm and caring way. Staff help children to solve problems for themselves and promote their independent thinking.
- Staff know children well and the key-person system is effectively implemented. Children form strong bonds and attachments with staff that helps promote their emotional well-being.
- Partnership with parents is good and they speak highly of the pre-school. They are fully involved in their child's development to complement the good learning taking place.
- The tracking of children's progress is secure and staff use this information to plan to meet the needs of individual children. Children make good progress in their learning and development and demonstrate improvement over time.
- The manager has high expectations of the pre-school and strives for continuous improvement. Self-evaluation is very effective identifying the strengths and weaknesses of the provision.

It is not yet outstanding because:

- Information from staff supervision is less well used to focus more strongly on raising teaching and practice to a higher level.
- Occasionally, opportunities for children to explore and find out about the similarities and differences in each other and other people is less well planned for to support their understanding of the wider world.

What the setting needs to do to improve further

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

- build on the system for the professional development of staff to focus more strongly on using the good quality information obtained from supervision, to target more specifically on raising the already good teaching to higher levels
- develop further opportunities for children to find out about and understand similarities and differences in themselves and others.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and care practices during activities, and assessed the impact this has on children's learning and well-being.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with staff and the manager. She looked at relevant documentation, such as evidence of the suitability of adults in the setting and self-evaluation.
- The inspector spoke to parents, staff and children and took their views into account.

Inspector

Rachel Buckler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident in their knowledge of how to safeguard and protect children. Staff receive training that supports their knowledge of how to keep children safe. They are well qualified, experienced and deployed effectively to support children. The manager has high expectations for the pre-school and sets clear targets to drive improvement. She has made good use of additional funding for children to help ensure that achievement gaps are narrowing. Partnerships with external agencies are very effective. The manager monitors the effective programmes that support children's development taking into account the seven areas of learning.

Quality of teaching, learning and assessment is good

Staff know children well and have a secure understanding of how to promote their learning. They make precise assessments of children's development based on their starting points and what children can already achieve. Staff skilfully interact with children and provide activities that challenge and extend their learning. For example, children engage in an activity picking up pasta with tongs from a container and placing it in balancing scales. Staff support children's learning, for example, they extend language and build upon children's mathematical understanding. A calculator introduced into an activity, by a child, provides further opportunity for staff to extend their critical thinking and explore ideas. Staff praise children's achievements and help build their confidence. Children are curious, competent and inquisitive learners. They use outdoor play opportunities to discover things about their natural environment. Staff follow children's interests and talk about things found outside, such as snails and rocks. They model language well and provide a narrative for what children are doing and learning.

Personal development, behaviour and welfare are good

Secure relationships between staff and children help them to feel safe and supported. Children are encouraged to become independent and make good choices for themselves and others. Older children help younger children to put on coats and support them when sitting for snacks and at mealtimes. Staff help children to understand the need for good hygiene practices, for example, they are encouraged to wash their hands before they eat. Children assess risk for themselves both as part of indoor and outdoor play. Staff support children's physical development, for example, a story time session led by staff engaged children in actions and movement providing them with fun, laughter and physical exercise. Children are provided with healthy snacks and drinks and understand why this is important to them and their development. Staff help parents to make good choices that support their children's well-being. Information from parents is sought to provide a consistent approach to children's care needs.

Outcomes for children are good

Children, including those who have special educational needs or disability and who receive additional funding make good progress from their starting points. They achieve good outcomes and are well prepared for the next stage in their learning including school. Children are happy, settled.

Setting details

Unique reference number	EY489592
Local authority	Lancashire
Inspection number	1016863
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	36
Number of children on roll	56
Name of registered person	Gwendoline Margaret Biviano
Registered person unique reference number	RP514122
Date of previous inspection	Not applicable
Telephone number	

Wesham Preschool was registered in 2015. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one has early years professional status. The pre-school opens Monday, Wednesday and Thursday from 9am until 3pm and on Tuesday and Friday from 9am until midday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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