

Infinity Pre-School

Caton Community Primary School, Broadacre, Lancaster, LA2 9NH



Inspection date	21 September 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

- The manager is an extremely knowledgeable, highly qualified and passionate early years practitioner. She leads a well qualified, experienced and committed staff team which shares her vision of quality and works with her to help all children progress well.
- Staff use their accurate assessments and knowledge of children's interests to provide fun and stimulating adult-led activities which extend children's understanding and skills across all areas of learning.
- Staff are excellent role models who have very high expectations of all children. They help children to be kind to each other and take responsibility for their actions. Children of all ages and stages of development behave exceptionally well.
- Children form strong bonds with staff who are highly sensitive to their needs. They help children to understand their emotions and know how to keep themselves safe and healthy.
- Good partnerships and communication with other settings and schools help to ensure that children are well supported as they move between and on to other learning environments.
- Effective recruitment, induction and supervision systems are in place to ensure staff are well supported.

It is not yet outstanding because:

- Children's individual progress is monitored effectively, however, there is less emphasis on assessing the progress of groups of children in order to ensure that they make the best and most rapid progress possible.

What the setting needs to do to improve further

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

- enhance good monitoring systems even further to ensure that there is a greater focus on assessing the progress of groups of children.

Inspection activities

- The inspector viewed the areas of the school used by the setting.
- 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 manager.
- The inspector held a meeting with the manager and reviewed a range of relevant documentation, such as the self-evaluation, policies and procedures, children's records, tracking information, staff qualifications and suitability checks.
- The inspector spoke to a small number of parents and took account of their views.
- The inspector spoke to staff and children during the inspection.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff are committed to continually improving and seek the views of parents, children and other professionals to this end. Staff access a wide range of professional development opportunities, engaging with other settings to share and strengthen these learning experiences. This has a very positive impact on practice and outcomes for children. The arrangements for safeguarding are effective. Staff give the utmost priority to children's safety, health and welfare. The manager has developed extremely close links with health and social care professionals, in order to ensure children are effectively protected from harm. All staff know what to do if they have concerns about a child's welfare or development. Children's individual progress is tracked and any gaps in learning or specific needs are swiftly addressed.

Quality of teaching, learning and assessment is good

Teaching is very good and sometimes outstanding. Where it is outstanding, staff precisely focus their interactions on helping children learn the things they need to next. For example, staff skilfully introduce counting systems to add greater challenge to children as they engage in water play outside. Children giggle excitedly as they collect, transport and pour water down guttering into a bucket. As they pour each cup they record it with a mark on their whiteboard. This helps children to develop a greater understanding of the different ways to use and apply mathematics. It also reinforces writing for different purposes. Children become competent and confident communicators. All staff use a range of teaching strategies to encourage children to be verbal and express their own thoughts and ideas. They think about and find solutions to problems as they play and engage in conversations with staff and their peers. Staff build on children's learning at home and keep parents very well informed about children's achievements and needs.

Personal development, behaviour and welfare are good

Staff provide a warm, welcoming and secure place for children and their families. They offer help and signposting to services which support the whole family. This is greatly valued by parents. The learning environment is exciting, engaging and inviting for children, who are keen to explore the range of interesting spaces. High-quality resources and equipment are available to enhance play. Children independently access these with enthusiasm from the moment they enter the setting. Staff treat children with kindness and respect. They are always on hand to offer reassurance, encouragement and support. Detailed information about each child's likes, care routines and specific needs is gathered from parents when children start in the setting. Staff take time to get to know children well and help them settle at their own pace.

Outcomes for children are good

All children make at least good progress from their starting points. They develop a range of strategies to cope well when faced with challenges in their learning. Children develop inquisitive minds and a thirst for knowledge. They lead their own learning, testing out ideas and theories as they play. Children engage with and develop a love for the natural world. They are very well prepared and ready when they move on to school.

Setting details

Unique reference number	EY488898
Local authority	Lancashire
Inspection number	1013657
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	31
Name of registered person	Infinity Pre-School Ltd
Registered person unique reference number	RP910784
Date of previous inspection	Not applicable
Telephone number	01524 770104

Infinity Pre-School Ltd was registered in 2015, is privately owned and is situated within Caton Community Primary School, Lancashire. The manager has a degree and holds early years professional status, and all other staff members hold an appropriate early years qualification. The setting is open each weekday from 8.30am to 3pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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