

# Lea Community Pre-School



Greavestown Lane, Lea, Preston, Lancashire, PR2 1PD

## Inspection date

28 September 2016

Previous inspection date

9 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Satisfactory</b>	<b>3</b>
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 have a genuine determination to succeed and they collectively strive, with staff, to achieve the highest standards. Staff work as a strong team. They are receptive to each other and learn from each other's good practice.
- The learning environment is well maintained and children confidently access resources, indoors and outside. They explore freely and show high levels of curiosity.
- Children's behaviour is good for their ages. Staff are positive in their interactions with them and they offer regular praise for children's efforts.
- Staff have consistently good teaching skills and this has a positive impact on children's outcomes. Children are taught the fundamental skills that they will need for school and they are helped to develop the attitudes of effective learners.
- A variety of effective communication and language strategies have a positive impact on children's progress. Children who speak English as an additional language are particularly well supported.
- The quality of self-evaluation is good and clear action planning takes place to support continual improvement. The quality improvement team has had a significant impact on the standard of practice and progress that children make.

### It is not yet outstanding because:

- The leadership team is not yet highly effective in using assessment information about the progress made by different groups of children to inform priorities for improvement.
- Staff, sometimes, miss opportunities to develop children's understanding of mathematics during daily routines.

## What the setting needs to do to improve further

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

- make better use of the information about assessments of the progress made by different groups of children to help further enhance outcomes for them
- enhance opportunities to further increase children's awareness of mathematics during routines.

### 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 members of the leadership team.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Lisa Bolton

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager keeps up to date with local authority safeguarding procedures. Staff have completed specialist training to make sure they understand how to identify any children who may be at risk of harm. Children's safety and security are of utmost priority. High adult-to-child ratios help to ensure that children are always very well supervised. The leadership team is committed to supporting ongoing professional development and staff benefit from the advice of a qualified teacher. Regular supervision helps to identify staff training priorities in relation to children's developmental needs and staff skills. Staff have built strong partnerships with external agencies, parents and the school. Parents comment that staff share regular information about children and they are always approachable.

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

Staff have a good understanding of the unique needs of children, including those who have special educational needs or disability. They regularly observe children and strive to provide appropriate challenge to help them to make progress. Overall, the assessment system helps to identify children's needs as soon as possible. Additional strategies are promptly put in place to close any gaps in their learning. Staff take account of children's learning behaviours and help to promote positive attitudes through the experiences they provide. They encourage children to think and plan ahead to make sensible decisions for themselves. For example, children are asked to look at the weather and consider what they might need to wear to play outdoors. Staff routinely ask children a range of questions to help them to predict what might happen and encourage their curiosity.

### Personal development, behaviour and welfare are good

Staff get to know children extremely well and develop a thorough understanding of their unique needs and interests. Children are highly responsive to staff and strong emotional relationships contribute to their good pace of learning. Flexible arrangements are in place to ensure that children's emotional well-being is prioritised during times of change. Care routines are well organised. Children are encouraged to be independent in handwashing and toileting when they are developmentally ready. Children play out in all weathers. Staff ensure that they are equipped with suitable attire to keep them warm and safe. Children enjoy daily exercise and outdoor play and this helps support their physical well-being. Mealtimes are positive learning experiences. Staff encourage children to be independent and they talk to them about healthy foods as they eat.

### Outcomes for children are good

Children have high self-esteem and they are relaxed and confident during their play. They are developing skills that will help them be ready for school, such as working together and sharing. Children, including those in receipt of the early years pupils premium and funding for two-year-olds, make at least expected progress during their time at the pre-school. Some children make very good progress. Furthermore, good progress is made by children who enter the pre-school with levels of attainment which are below age expectations.

## Setting details

<b>Unique reference number</b>	EY248133
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1028732
<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>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Lea Community Primary School Governing Body
<b>Registered person unique reference number</b>	RP521065
<b>Date of previous inspection</b>	9 September 2013
<b>Telephone number</b>	01772 726408

Lea Community Pre-School was registered in 2003. The pre-school employs seven members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until midday and midday until 3pm or children can stay for lunch and attend for a full day. The pre-school provides funded early education for two-, three- and four-year-old children, including those who access the early years pupils premium. It caters for children who speak English as an additional language and children who have special educational needs or disability.

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