

# St James the Less Pre-School



The Old School Room, Burnley Road, Rossendale, Lancashire, BB4 8HH

<b>Inspection date</b>	18 November 2016
Previous inspection date	19 June 2013

<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

- The key-person system is very well established and overall fosters very good partnerships with parents. Children form secure attachments and are happy and settled. Staff regularly share children's progress records and support parents to extend children's learning at home.
- Staff help children to lead a healthy lifestyle. Children have many opportunities to be physically active and have access to plenty of fresh air and exercise. Staff encourage children to eat healthily and support them to keep themselves safe.
- Staff support children's communication and language well and interact with children down at their eye level. Staff ask children a lot of questions and provide them with sufficient time to think and answer.
- Staff are good role models who provide children with a lot of praise and encouragement. Children behave very well and are confident and self-assured individuals.
- The manager and staff clearly identify strengths and areas to develop. They include the views of children and parents in this process. They consistently implement improvement plans to further enhance the pre-school.

### It is not yet outstanding because:

- The manager and staff do not yet fully use information from assessments to help close any gaps in achievement between different groups of children.
- Staff do not fully collect detailed information from parents about their child's stage of development when they first attend the nursery.

## What the setting needs to do to improve further

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

- strengthen arrangements for using the assessment information gained and ensure that any achievement gaps between different groups of children are rapidly closed
- gather even more detailed information from parents about what their children know and can do at the start of their placement.

### 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 and discussed this with her.
- The inspector spoke to staff and the children throughout the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation, policies and procedures, children's records and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

### Inspector

Donna Birch

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The setting is safe and secure. The manager and staff carry out regular risk assessments, both indoors and outside. This further ensures children's safety. Practice is underpinned by a good range of policies and procedures that are effectively implemented by all staff. A robust recruitment procedure is in place and a thorough induction programme is completed by staff. The manager and staff are dedicated and have high expectations for the pre-school. The manager works directly with the staff and provides them with regular feedback on their teaching and effective supervision. Additionally, staff access many different courses and are proactive in ensuring knowledge gained from these are effectively implemented in the pre-school.

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

Staff are well qualified and experienced. They use effective teaching strategies, such as demonstration and repetition, to engage children and extend their play. Overall, staff use information from their observations and assessments effectively to help children achieve the next steps in their learning. Children are enthusiastic learners and confidently explore the vibrant learning environments, both inside and outdoors. For instance, inside children experiment with a range of different media and materials and are supported by staff to develop their imagination and social skills. Outdoors, children delight as they play in the snow. Staff use this experience well to help extend children's language skills and help them understand about the world. For example, they talk to the children about the cold, wet snow as they catch it with their hands and use it to make snowballs. Staff help children deepen their mathematical skills. They count the footprints they make in the snow and discuss concepts, such as size and shape.

### Personal development, behaviour and welfare are good

Children are valued and made to feel welcome. They display high levels of confidence and self-esteem and are active learners. Settling-in sessions are used well to ensure that there is a smooth move from home to the pre-school. Effective care practices help children learn how to adopt a healthy lifestyle and take care of their personal needs. Children wash and dry their own hands before eating and after using the toilet. Children play outside every day, which helps promote their physical development and how to manage risks safely. Children are developing good independence skills. They use knives safely to put spread on sandwiches and chop fruit. Additionally, they select their own resources in play and put on their own coats and Wellington boots to go outside. Staff treat children fairly and show them kindness and respect. They encourage children to share, take turns and use good manners.

### Outcomes for children are good

Children are well prepared for the next stage in their learning and school. They have good listening and attention skills, and actively share their ideas and experiences. Children are confident and keen to learn new skills. They are gaining an appreciation of how to keep themselves safe. Children follow simple safety instructions, use tools and equipment safely and help staff with tasks, such as tidying away toys.

## Setting details

<b>Unique reference number</b>	EY292081
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1064618
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	St James the Less Pre-School Committee
<b>Registered person unique reference number</b>	RP524845
<b>Date of previous inspection</b>	19 June 2013
<b>Telephone number</b>	07901 886 506

St James the Less Pre-School was registered in 2004. The pre-school employs five members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 3 to level 6. One member of staff has qualified teacher status. The pre-school opens from Monday to Friday term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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