

2 To School

Longridge C of E Primary School, Berry Lane, Preston, PR3 3JA



Inspection date	21 November 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 management team is committed to improving the pre-school. Regular meetings and a strong approach to developing the skills of staff contribute to the good progress children make across all areas of their learning.
- Children enjoy their time at the pre-school. They make good decisions about what they want to do and delight in the choices they make to paint, construct, read and use their imaginations in the role play area.
- Children's speaking and listening skills are very well promoted. Children enjoy chatting about their play and engaging with their friends about what they are doing.
- Staff build strong relationships with children, they know them well and support them in their play. Children and staff enjoy each other's company as they create sensitive relationships in which they are valued and respected.

It is not yet outstanding because:

- Although, parents are mostly kept informed of the practice in the pre-school, they are less well informed of what their children have been doing each day to continue with their interests and learning at home.
- The manager and staff do not make the best possible use of the information obtained from the evaluation of the setting to set precise targets and clear timescales for implementation to ensure improvements are monitored and continuous.

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 systems for sharing information with parents about what their child has been doing on a daily basis, so they are better informed to continue with their learning at home
- make better use of the good quality information from the evaluation of the pre-school and set more precise targets and timescales for implementation to move practice and provision to higher levels.

Inspection activities

- The inspector undertook a tour of the premises.
- The inspector observed activities and the quality of teaching in the playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Janet Singleton

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have attended training in child protection and safeguarding and are confident of the action to take to protect children. Staff know who to report to and all required information is readily accessible to them. Supporting policies and procedures, including risk assessments are in place and effective. Supervision and staff training are given high priority. Staff are qualified and use their skills effectively to support children's good progress. Relationships with external agencies are effective and support staff in meeting children's needs. Secure tracking of children's progress and the input from parents to their child's assessments are, generally, good. These contribute to setting clear plans for children's learning and development.

Quality of teaching, learning and assessment is good

Staff use their good observations and assessments of children's progress to match activities to their future learning. Staff support children in their play. Staff and children sit together at circle time. Children confidently show and talk about their objects. They sing with gusto as they practise their songs for forthcoming celebrations. Older children work and play together in the sand as they decide how much water they need. This contributes to children's understanding of quantity. Younger children sit and listen to stories as they enjoy the interaction with staff who help to support their understanding of sounds and develop their attention skills. Staff provide children with good opportunities to explore and develop their own learning.

Personal development, behaviour and welfare are good

Children are very well supported by skilled and caring staff who help to build their self-esteem and confidence. Children are motivated and enjoy their time at the pre-school. Children actively seek out staff to help them in their play as they develop close relationships. Children enjoy physical exercise both indoors and outdoors as they are helped in learning to control their bodies and coordination. Children use small tools and mark-making equipment to explore their hand-to-eye coordination, contributing to the skills necessary for early writing. Younger children practise their small-muscle movements in the sand and malleable materials. Staff provide children with opportunities to manage calculated risks. Children have their own drawers in which to put their pictures and personal possessions, helping them develop a sense of belonging. Their emotional well-being is promoted well. Staff help children understand about healthy meals and teach them about healthy practices. Independence is very well promoted.

Outcomes for children are good

Children are making sustained good progress across all areas of learning and development. They are confident and show the characteristics of effective learning in their play. A strong focus on speaking and listening, managing their own needs and learning to respect, share and consider each other's feelings helps to prepare children for their next stage of learning and move to school. Children apply learning well and their behaviour is good. Toddlers are taking an active interest in their learning and make decisions about their play. Older children are developing key skills in both literacy and mathematics.

Setting details

Unique reference number	EY481773
Local authority	Lancashire
Inspection number	997423
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	2 To School Pre School Committee
Registered person unique reference number	RP533999
Date of previous inspection	Not applicable
Telephone number	01772780809

2 To School was registered in 2013. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications, including one at a level 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.55am until 3.25pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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