

Fence Pre School

Scout and Guide HQ, Wheatley Lane Road, Fence, Nr Burnley, BB12 9EE



Inspection date	22 November 2016
Previous inspection date	19 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 bright, stimulating and well-planned learning environment enables staff to provide children with a very good educational programme that has depth and breadth across all areas of learning. Children are keen and active learners.
- The key-person system is well established and fosters very good partnerships with parents. Children form secure attachments and there is a shared approach to ensuring their learning, development and promoting their well-being.
- Partnerships with parents are well established. There are good two-way systems for sharing information about children's welfare and achievements. Parents appreciate the regular communication about their children's care and learning. This helps them build on what their children learn in the pre-school.
- Staff help children lead a healthy lifestyle. They provide them with healthy snacks and drinks and work in partnerships with parents to ensure the lunches provided for children are nutritionally balanced.
- Self-evaluation is good. The management team and staff routinely reflect on the service they provide and address any identified weaknesses. They include the views of children and parents in this process. They prioritise improvements that benefit children and their families the most.

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 always make the most of opportunities to extend children's vocabulary.

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 groups of children are rapidly closed
- improve opportunities that challenge children to extend their vocabulary even further.

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 manager and discussed this with her.
- The inspector spoke to staff and children throughout the inspection.
- The inspector held a meeting with the manager, who is also the provider. She looked at relevant documentation, such as the self-evaluation, policies and procedures and evidence of the suitability of the 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. Staff have attended child protection training and understand their roles and responsibilities to keep children safe. Clear policies, procedures and risk assessments are in place. These are regularly reviewed, understood and implemented by all staff. Recruitment and vetting procedures are robust. The manager works directly in the rooms with children, helping her to actively support staff to improve their personal effectiveness. Staff are encouraged to attend further training and share good practice across the team. Staff work closely with local schools and other early years providers. They regularly share information about children's care and learning regularly. Partnerships with parents are strong. Parents comment that their children, 'Love coming here' and that there are, 'No words to describe the commitment and dedication shown by the manager and staff'.

Quality of teaching, learning and assessment is good

Staff are long serving, well qualified and experienced. Overall, staff use observations and assessments effectively to plan individual learning experiences for children. This contributes towards children being motivated and able to explore freely. Children have good imaginations and enjoy sharing their ideas and personal experiences with staff. For example, they pretend to be family members in the role play home. They use available resources to write lists and pretend to order pizza. Staff make the most of these opportunities to extend children's mathematical skills. They ask them to recite numbers and discuss how many pizzas they need. These experiences also help children to develop their personal, social and literacy skills. Children enjoy reading their favourite stories with staff. Staff read stories in an animated way and children become engrossed in the experience. This helps children to develop their good listening and attention skills.

Personal development, behaviour and welfare are good

Children benefit from affectionate and caring relationships with staff. Staff are good role models and encourage children to behave well and be courteous and kind to each other. Settling-in sessions are actively encouraged and information is gathered from parents about their children's individual care and learning needs. Children understand the benefits of being healthy and looking after their bodies. During snack time, children discuss the benefits of drinking milk and eating lots of fruit and vegetables. Staff offer lots of praise and encouragement as they try new foods. Children enjoy daily access to a well-resourced outdoor area where they have the freedom to run, jump and make large body movements. Additionally, they develop their small-muscle skills as they search for bugs in the bug hotel and use their hands to make 'pies' in the mud kitchen.

Outcomes for children are good

Children are developing skills needed for future learning and school. They are self-confident and self-assured individuals, who display high levels of independence. Children serve themselves snack, pour their own drinks and manage their personal hygiene needs well.

Setting details

Unique reference number	EY458241
Local authority	Lancashire
Inspection number	1066632
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	38
Name of registered person	Beverley Marie Edmondson
Registered person unique reference number	RP905627
Date of previous inspection	19 June 2013
Telephone number	07765952766

Fence Pre School was registered in 2012. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. One member of staff is unqualified. The pre-school opens from Monday to Friday, term time only. Sessions are from 8am until 4.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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