

Beechbuds Pre-school

Eccleston Primary School, Doctors Lane, Eccleston, Chorley, Lancashire, PR7 5RA



Inspection date

7 December 2016

Previous inspection date

26 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 manager attends regular training and links closely with other settings and local advisers. She makes good use of information received to build secure operational procedures. The manager and her team are well motivated to continually enhance the provision for children.
- Teaching is good. Highly consistent routines, along with an effective learning environment, particularly indoors, help children become independent thinkers and learners.
- Partnership working with the host school very effectively supports children in developing the skills and emotional security they need in readiness for their future move into Reception class.
- Staff work closely and collaboratively with parents and other professionals to understand and plan how to best meet children's needs, particularly when they have learning disabilities. The gaps in their learning and development are closing.
- The small nature of the pre-school supports very secure relationships. Children are very happy, settled and confident. They make special friends with other children and enjoy the interaction with the nurturing staff, who make learning fun for them.

It is not yet outstanding because:

- There is scope to monitor the effectiveness of teaching and the impact this has on children's learning even more rigorously to help drive the quality of teaching to the highest level.
- Staff do not consistently make the very best use of the learning environment, in particular outside, to support children's different learning styles and preferences in the best possible way.

What the setting needs to do to improve further

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

- enhance the methods currently used to analyse the quality and impact of teaching on children's learning and use the information to drive the quality of teaching to the highest level
- reflect on the ways that the learning environment is used, particularly outside, to support different learning styles and preferences in the best ways possible.

Inspection activities

- The inspector observed the quality of teaching 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 the pre-school manager. She discussed self-evaluation and looked at relevant documentation, such as children's records, assessments, activity planning, the operational procedures and evidence of the suitability of staff, including their training.
- The inspector spoke to a small number of parents during the inspection and took account of the views of others using the pre-school's own feedback questionnaires.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff regularly enhance their training. They have a secure working knowledge of child protection issues. They work closely with parents and other professionals to share information. This helps them identify how to support children who need it most. The additional funding available to support disadvantaged children is prioritised well. Generally, staff supervision and reflection on all children's levels of achievement help the manager to effectively consider further ways to support children's learning. For example, since the last inspection higher priority has been given to teaching mathematics. The manager has recently identified that standards in literacy could be higher. Steps are already being taken to work closely with the school to further support children with their understanding of letters and sounds.

Quality of teaching, learning and assessment is good

Staff make precise assessments of what children can do. They use this information well to deliver activities with clear learning objectives, helping children to learn new skills and progress further. The consistent staff very quickly identify when children are at risk of developmental delay and they swiftly implement specifically tailored support. This helps children make some great strides in their learning. Teaching all children to develop their listening and speaking skills, their social skills and their interest in mathematics is given high priority. Staff use their skills and experience to very good effect. They enhance the possibilities for learning as they shape children's self-chosen play in fun, interactive ways. Staff's effective questioning helps children think hard and encourages verbal responses.

Personal development, behaviour and welfare are good

Staff use a wide range of effective ways to help support children's personal and social skills. Highly consistent routines and visual prompts help children quickly understand what is expected of them. Staff successfully organise snack times as a way to help children develop coordination and responsibility. Children serve themselves and clear away their own cups and plates. The highly positive environment ensures that children are happy to attend and are highly motivated to play and explore. Staff make very good use of the school hall to provide activities that support children's physical development. They take children to join in with school activities and introduce them to teaching staff. The very effective links help children make a smooth move, when the time comes. Parents talk about the good communication and the way staff encourage them to support learning at home.

Outcomes for children are good

Children thrive in the pre-school and make good progress. They are keen learners who are able to think for themselves and operate with good levels of independence. They sit and listen well during group activities and they soon learn to recognise their written names. Children develop an early interest in number, which is reinforced when, for example, they 'fish' to catch numerals in water play or count the number of children present. They delight in taking part in music activities and soon develop a repertoire of songs. These skills support their readiness for their future learning in school.

Setting details

Unique reference number	EY283042
Local authority	Lancashire
Inspection number	1064561
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	25
Name of registered person	Eccleston Primary Extended Schools
Registered person unique reference number	RP535362
Date of previous inspection	26 June 2013
Telephone number	0770 929 0330

Beechbuds Pre-school was registered in 2004. It is operated by an organisation linked to the host school. The pre-school employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including the manager who is qualified at level 4. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until midday, with the exception of Wednesdays, when an additional session runs from 1pm to 3.15pm. There is also a lunch club every day, except for Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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