

Lune Valley Pre-School Centre

Caton St Pauls C E Primary School, Moorside Road, Brookhouse, Lancaster, LA2 9PJ



Inspection date	14 July 2017
Previous inspection date	15 January 2015

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

- Managers and leaders work well together as a team. Staff show a high aspiration to improve and draw upon each other's strengths to create a diverse and dynamic team. Access to creative and customised training, and inclusive evaluations of practice contribute towards the high-quality care and learning children receive.
- Children's move on to the adjoining school is seamless and well supported. Children take part in school activities, such as a teddy bears picnic. Staff introduce children to routines, such as lunchtime, to help them develop a sense of what school is like.
- Staff are calm and sensitive in their approach to behaviour management. They instantly intervene to resolve any conflicts that occur during play and teach children to adopt good manners using interactive methods, such as the please and thank you song.
- Warm and caring key-persons welcome children with a friendly smile. On odd occasions where children are a little unsettled on arrival, staff use effective distraction methods, such as finding favourite toys to swiftly help them feel secure and happy.
- Staff understand what children know and enjoy and use this information to engage them in fun and challenging learning experiences. Children make good progress.

It is not yet outstanding because:

- Although staff have made connections with other settings children attend, they do not regularly share in-depth information about children's learning and progress.
- Staff do not analyse and utilise the information gathered through detailed tracking precisely enough to help specific groups of children make more rapid progress.

What the setting needs to do to improve further

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

- strengthen partnerships with other settings that children also attend and share in-depth information about children's learning and progress on a more regular basis to promote higher levels of continuity
- use more rigorous and precise methods to analyse information about the progress that specific groups of children are making and utilise this information to help all children make more rapid progress.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, indoors and outdoors.
- The inspector spoke with the staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector conducted a joint observation with the manager of the pre-school.
- The inspector looked at evidence of the suitability of staff, policies and procedures, health and safety records, children's records and a record of staff's qualifications and training. She discussed the provider's self-evaluation.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent feedback forms.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Regular training and access to vital information helps to ensure that all staff have a good understanding of the procedures to follow to protect a child's welfare. Recruitment and induction procedures are robust and make certain that staff are skilled and suitable for their role. Staff's ongoing suitability is rigorously checked through effective systems, such as daily declarations. This contributes towards ensuring that children remain safe in the care of known and trusted adults. Managers and leaders invest in staff through purposeful supervision meetings, training and mentoring. Focused weekly meetings and participation in peer observations help staff to share their expertise. Staff are confident to access early support from other professionals to support children.

Quality of teaching, learning and assessment is good

Overall, activities are challenging and fun, and support what children need to learn next. Staff provide flexible environments that support children's preferences for learning. Their interactions with children are well timed. They know just the right time to intervene and move play on. Staff encourage all children to explore aspects of their natural world, such as the weather. They talk to children about the impact of the wind and provide sensory resources, such as bubbles to help children explore this further. Staff's effective questioning techniques help children to make predictions, widen their thinking and extend their knowledge of shapes. Partnerships with parents are good. Staff use effective strategies to engage all parents in their children's learning from the outset.

Personal development, behaviour and welfare are good

Children are happy and settled in this inclusive pre-school. Staff value the achievements and good work of all children. For example, children proudly wear a sticker to recognise their good helping skills and are keen to share their records of achievement with others. Staff use every day routines, such as snack time to best effect to help children become independent and acquire good health and self-care skills. Children adopt good hygiene routines, make healthy choices and manage their own safety needs, for instance, when carrying lunch trays and using knives to cut. Staff encourage children to exercise and lead active lifestyles during enjoyable activities, such as 'Diddy dance' in the hall.

Outcomes for children are good

All children make good progress and develop the skills they need for their next stages in learning, including school. Young children persevere when developing new skills, such as using pedals on a bike to develop good physical skills. They respond well to questions during play and develop their speech through group activities, such as songs and rhymes. Older children show a willingness to work together with others to solve problems. They explore technology with confidence. For example, children quickly learn that by accessing shaded areas outdoors they are able to better explore the light that a torch produces. Children are respectful and caring towards one another. They readily share and find a compromise during their play.

Setting details

Unique reference number	309680
Local authority	Lancashire
Inspection number	1090706
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	36
Name of registered person	Lune Valley Pre-School Centre Committee
Registered person unique reference number	RP518576
Date of previous inspection	15 January 2015
Telephone number	01524 770 241

Lune Valley Pre-School Centre registered in 1997. It is managed by a committee of trustees. The pre-school employs four members of childcare staff. Of these, all hold appropriate qualifications at level 3. The pre-school is open on Monday, Tuesday, Wednesday and Thursday from 9am until 3.30pm and on Friday from 9am until 1pm, during term time. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

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