

# Coppull St. John's Pre-school



St. John's CE Primary School, Preston Road. Coppull, Chorley, Lancashire, PR7 5DU

<b>Inspection date</b>	7 September 2017
Previous inspection date	31 October 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 provider leads a well-qualified staff team extremely well. They are a passionate team who share the same vision, to offer high-quality care and learning to children and their families.
- Partnerships with parents are good. Parents are very complimentary of the staff, and how they help their children become successful and confident learners.
- Staff create a very welcoming, calming atmosphere; where children are able to come to play and learn. All children make good progress in their learning, regardless of their age or capabilities. Outcomes for children are good.
- The pre-school is very well established within the community with many parents returning with younger siblings.
- Self-evaluation is effective and successfully takes into account the views of children, their parents and staff. The provider and staff are planning a range of further improvements to help continue to develop the service they offer.
- Individual settling-in procedures for new children are strong. Some new children arrive a little unsure but are soon off playing with their friends due to the supportive guidance they receive from staff. This helps build on children's emotional well-being.

### It is not yet outstanding because:

- The provider and staff have not fully considered, how they will encourage parents to share regular information about their child's achievements at home.
- Opportunities for staff to continue to develop their overall practice to the highest level are not always sought.

## What the setting needs to do to improve further

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

- increase opportunities for parents to regularly share information about their child's progress at home
- continue to support staff, to strengthen and drive forward the quality of their teaching to the highest achievable level.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences with key staff.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. They discussed systems for monitoring staff performance and safeguarding procedures. She looked at evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector spoke to children, parents and staff during the inspection and took account of their views. She also viewed additional written comments from parents.

### Inspector

Joanne Parrington

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff's knowledge of the procedures they would follow, if they had concerns about a child or an issue with a member of staff's practice is secure. This is further supported by the provider ensuring staff receive up-to-date training on wider safeguarding issues, such as the 'Prevent duty'. Staff receive support and guidance to help them deliver high-quality teaching and learning. The provider and her team monitors the progress children make in their learning. The provider is proactive in highlighting where practice can be developed further, to help all children make the same rate of progress across all areas of learning. For example, they have noticed that children need more support to develop their understanding of the world and have put plans in place to address this.

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

The staff team are good early years professionals who use the skills they have learnt well. Staff complete regular assessments of the progress children make. Staff use this information well to provide children with a range of activities and resources, to help capture their enthusiasm to learn. Children have ample opportunities to guide their own learning, which is fully supported by the good teaching techniques the staff use. Staff offer suggestions, as children explore for items that are magnetic. Children are excited to share their findings with staff who encourage them to think and compare their findings with items that are not magnetic. Younger children develop their hand-to-eye coordination as they pop bubbles. They enjoy chasing after them, laughing as they pop.

### Personal development, behaviour and welfare are good

Staff are excellent role models. They provide children with consistent praise and encouragement to succeed, in all they do. Children demonstrate British values. They learn how to share, take turns, show kindness and respect for their friends and are polite to each other, staff and visitors. Children's behaviour is very good. Children are encouraged to grow fruits, herbs and vegetables. This helps aid their understanding of where food comes from and how to make healthy choices. Parents are supported to follow the same healthy eating ethos when providing their children with packed lunches. Children have excellent opportunities outside. They have ample space to play and master skills, such as how to ride a two-wheeled bike. Children enjoy using their imagination as they create their bike repair station.

### Outcomes for children are good

All children, including those who require additional support or speak English as an additional language, make good progress in their learning and development. Those who are working below expected levels of development are fully supported to reach their full potential. Children are very confident learners, who display a real enthusiasm to learn new skills. They are fully supported for their next stage in their learning, and for when the time comes to move to more formal education.

## Setting details

<b>Unique reference number</b>	309468
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1063970
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Susan Ryder
<b>Registered person unique reference number</b>	RP512229
<b>Date of previous inspection</b>	31 October 2013
<b>Telephone number</b>	01257 793 844

Coppull St. John's Pre-School registered in 1993. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

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