

Little G's Pre-School

Unit 8, Chorley West Business Park, Ackhurst Road, CHORLEY, Lancashire
PR7 1NL



Inspection date	21 August 2018
Previous inspection date	8 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The pre-school is extremely welcoming and inclusive. Staff are friendly and approachable. This helps children to develop warm, trusting relationships with their key person and supports children's emotional well-being successfully.
- Children are engaged and motivated to learn. They persevere in their chosen activities and play collaboratively with their friends. Well-qualified staff skilfully ask questions that encourage children's thinking skills. They use repetition and descriptive language to support children's emerging language and communication skills.
- Staff have robust relationships with parents, who speak very highly of the provision. Parents report that 'staff really care', and they are delighted with the progress their children have made. Staff are effective in their communication with parents and continuously share information about children's progress and their interests and achievements while at the pre-school.
- The providers undertake robust self-evaluation which takes into account the views of children, parents and staff. This enables them to continuously develop and progress as they strive for excellence. They thoroughly track different groups of children to identify any gaps in their learning and provide targeted support.

It is not yet outstanding because:

- Occasionally, the activities provided for children are not age appropriate or challenging enough. This means that, at times, opportunities for children to learn are not fully maximised.
- Staff do not gather precise information about what children can already do and what they already know when they first start, to inform the planning process from the outset.

What the setting needs to do to improve further

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

- support staff to develop their teaching skills further so that activities are more consistently age appropriate and challenging
- gather more detailed information from parents about children's existing skills and abilities when they first start at the setting.

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 pre-school manager, who is also the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the pre-school's plans for improvement and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and children during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of leadership and management is good

The management team is dedicated, enthusiastic and displays a strong commitment to delivering high-quality care and learning experiences to young children. Safeguarding is effective. All staff understand their role in protecting children from harm. They are fully aware of the steps to follow should they have concerns about a child's welfare. The providers have developed effective processes for the continual assessment and professional development of staff. Staff are encouraged to reflect regularly on their practice and work collaboratively with leaders to identify any areas of development. Targeted and purposeful training helps staff to develop their knowledge and skills and improve outcomes for children. Team meetings are held regularly for staff to share good practice and new ideas, which benefits all children at the setting.

Quality of teaching, learning and assessment is good

Staff provide an interesting range of activities that enthuses and ignites children's curiosity and thirst for learning. They observe and assess children as they play, and use their findings to plan purposeful next steps to help children make progress. Staff promote younger children's communication and language skills well. Children's enjoyment of singing and nursery rhymes is evident as they frequently repeat their favourite songs, enthusiastically joining in with familiar actions. Staff provide the names of objects and animals as children complete jigsaw puzzles, and they encourage them to repeat the words to build on their vocabulary. Older children have wonderful opportunities to solve problems. Staff help them to count, notice similarities and differences, and recognise shapes in the environment. Children master the use of scissors and show extremely high levels of concentration as they cut grass that they have previously planted in flowerpots.

Personal development, behaviour and welfare are good

The environment is bright, thoughtfully designed and impressively resourced. Children are praised for their achievements and relish the responsibilities staff give them. Children develop independence particularly well. They quickly learn to manage their own care needs and make independent choices about what they want to do. Staff support children's understanding of the importance of healthy lifestyles through a range of care practices. For example, children have plentiful occasions to be physical, they are encouraged to eat healthy snacks and to wash their hands frequently. Children enjoy developing their physical skills and show great delight in their achievements. They move their bodies with impressive control as they practise directional jumping and balance on a wooden beam. Children receive gentle and consistent reminders about good behaviour and are learning to understand right from wrong.

Outcomes for children are good

Children make good progress in their learning and development, including those who learn English as an additional language and those in receipt of additional funding. Children are developing the necessary skills to prepare them in readiness for school. They demonstrate an ability to listen, follow instructions, take turns and share resources. They exhibit good social skills and are very skilful communicators.

Setting details

Unique reference number	EY460341
Local authority	Lancashire
Inspection number	10064194
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	42
Number of children on roll	62
Name of registered person	Little G's Preschool Limited
Registered person unique reference number	RP902259
Date of previous inspection	8 July 2015
Telephone number	07547128838

Little G's Pre-School registered in 2013 and is situated in Chorley, Lancashire. The setting employs 16 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 to 6. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

