

# Heysham Youths Community Centre Pre- School



Heysham Youth & Community Centre, Middleton Way, Heysham,  
Morcambe, Lancashire LA3 2LL

<b>Inspection date</b>	14 September 2018
Previous inspection date	12 September 2014

<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 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 new manager is fully committed and has a strong focus on the continued improvement of the pre-school. Reflective practice is well embedded within the staff team who, along with the views of parents and children, contribute to improvement plans. The manager and staff demonstrate a firm drive to promote the best outcomes for children and their families.
- Children who have special educational needs and/or disabilities receive good support. Staff work closely with parents and other professionals to meet children's specific learning and care needs effectively.
- Children enjoy strong emotional attachments with their key person and staff they regularly see. They enter the pre-school with confidence and are warmly welcomed by staff who show a genuine interest in what children have to say and fully acknowledge and respect their contributions. Children's emotional and physical well-being are supported extremely well.
- Staff regularly and accurately observe and assess children's development. They provide activities and experiences linked to children's interests and developmental needs. All children make good progress in their learning.

### It is not yet outstanding because:

- Although practice is good throughout the nursery, there is not enough focus on performance management to raise the quality of teaching to an exemplary level.
- Children are not always supported as effectively as possible to develop a firm understanding of the expectations of their behaviour, particularly when first starting at pre-school.

## What the setting needs to do to improve further

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

- sharpen the focus for the performance management of staff to enhance the already good teaching and practice even further
- support children to fully understand the expectations of their behaviour, particularly those children who are new to the pre-school.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during play inside and outside.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the pre-school manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a very strong awareness of child protection and understand their responsibility to protect children from harm. Robust recruitment procedures are followed and checks are completed on all those working directly and indirectly with the children. All staff are qualified and ongoing training is accessed which ensures staff have up-to-date knowledge and skills. Positive relationships are in place with local schools and services relevant to the pre-school. This helps to promote continuity of care and learning. The manager monitors children's learning and development well. For example, she looks at learning and development gaps for individual and different groups of children, where necessary, and provides any further support that is needed.

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

The atmosphere within the pre-school is energetic and purposeful. Children show high levels of engagement during their play and benefit from the high expectations from staff. There is a wealth of opportunity for children to self-select and lead their own play. Staff skillfully maintain children's interest and extend their learning using their own ideas. For example, during play with instruments, staff suggest children play them quietly then fast and loud, drawing their attention to the changing sounds. Staff extend children's attention even further as they introduce a storyline, suggesting they pretend to be quiet mice with their instruments. Parents are widely involved in their children's learning, including through contributing to assessments and continuing learning at home.

### Personal development, behaviour and welfare are good

The wide variety of exciting and interesting activities that is available motivates children and they show confidence in trying new experiences. For example, children show good risk-taking skills as they mount the climbing wall, carefully using the stumps to reach the top. Staff shower children in praise and encouragement, widely supporting their self-confidence and promoting a strong 'can do' attitude. Children are highly active and learn about the impact of physical play on their bodies. They compare their resting and raised heart rates after exercise and discuss ways to keep fit and healthy. Children learn to respect and celebrate difference. They talk about different family dynamics in the lead up to special events, such as Mother's Day, and talk about other special people in their lives.

### Outcomes for children are good

Children are confident and motivated learners. They show persistence during activities and show great satisfaction in achieving a goal. Staff encourage children to listen, understand and become confident talkers. Children explore numbers and recognise numerals as appropriate for their age. Children are developing the necessary skills for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY377712
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10069491
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Heysham Youth and Community Playgroup Committee
<b>Registered person unique reference number</b>	RP524442
<b>Date of previous inspection</b>	12 September 2014
<b>Telephone number</b>	01524 853 114

Heysham Youths Community Centre Pre-School registered in 2008. The pre-school employs eight childcare staff, all of whom hold relevant qualifications. The pre-school opens from Monday to Friday, term time. Sessions are from 8am until 5pm. The pre-school 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

