

# Laurels Playschool

Euxton Youth And Community Centre, Laurel Avenue, Euxton, Chorley  
PR7 6AY



<b>Inspection date</b>	28 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> <b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable

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 manager and staff provide children with a rich and varied range of interesting and challenging activities that enthuse and ignite children's curiosity and thirst for learning. Children are motivated and engaged in their learning. They choose what they want to play with and are encouraged to explore and use their own ideas as they play. All children make good progress from their initial starting points.
- The playschool is extremely warm and welcoming. The environment is bright, thoughtfully designed and resourced well. Staff are wonderful role models who demonstrate polite, kind and caring behaviour. They encourage children to behave well and develop good social skills. Staff offer children an abundance of praise and encouragement as children try new things and persevere in their chosen tasks. This helps to support children's self-esteem and develop children's confidence.
- Staff provide regular opportunities to engage parents in their children's learning. For example, they have daily discussions, hold parent meetings and share children's plans for learning. Parents are extremely complimentary about the playschool and speak highly of the support that the staff provide.

### It is not yet outstanding because:

- The management team have not fully developed opportunities for staff to learn and share best practice with each other, to raise the good quality of teaching to an even higher level.
- Although children's individual progress is tracked effectively, methods to monitor the progress of different groups of children are still in their infancy.

## What the setting needs to do to improve further

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

- enhance opportunities for staff to share best practice and learn from each other to increase the potential of delivering the highest-quality provision
- continue to build on the systems for comparing the progress made by different groups of children so that all children are supported to achieve their highest possible potential.

### 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 playschool manager.
- The inspector held a meeting with the playschool manager and deputy manager. She looked at relevant documentation, such as the playschool's plans for improvement and evidence of the suitability of staff working in the playschool.
- 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

Safeguarding is effective. Staff are vigilant and supervise children well. They have a good awareness of the possible indicators of abuse and have a thorough understanding of the steps to take should they have concern about a child's welfare. Staff are provided with training opportunities that help them to further develop their knowledge and skills. For example, recent language training has supported staff to deliver successful communication strategies in order to strengthen children's emerging language skills. The entire staff team show a strong commitment to raising the existing good standards of care and learning further. Purposeful action plans reflect the views of parents and children and help to improve outcomes for children.

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

Staff are well qualified and use their expertise to swiftly identify children's next steps in learning. Effective use of observation and assessment contribute to the good progress that children make. Experienced staff support children's emerging mathematical skills well. They encourage children to count as they build a tower with large tins cans. As children play a shape lotto game, they introduce the name of the shapes and use repetition to reinforce children's understanding. Children have plentiful opportunities to problem solve and test their own ideas and theories. They use tubes to build a track and try and work out why the ball will not roll down the structure. Children's literacy skills are developing well because staff regularly read to them and offer frequent opportunities for children to practise their early writing skills. Young children are keen to draw and talk about their pictures while older children begin to form letters from their name.

### Personal development, behaviour and welfare are good

Children are happy, settled and secure in the playschool. Staff are extremely sensitive and respect children as individuals. The key-person system is very effective and supports children's emotional development well. Children develop a wonderful knowledge of nature and the world around them. They help to grow fruit and vegetables on the allotment that they harvest to enjoy at snack time. Staff place a strong emphasis on the importance of physical exercise. For example, children enjoy moving their bodies like a dinosaur during a game and operate wheeled toys with confidence as they navigate the space available outdoors. Children develop their hand-to-eye coordination as they play with bats and balls, working collaboratively together as they take turns and share resources.

### Outcomes for children are good

All children, including those in receipt of additional funding are developing the skills they need in readiness for the next stage in their learning. Young children concentrate well and communicate their needs effectively. Older children are independent and manage their self-care needs with impressive competence. Children follow complex instructions and behave well. Good links with local schools make a strong contribution to ensuring that all children are well prepared for school when the time arises.

## Setting details

<b>Unique reference number</b>	EY536653
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10079442
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	20
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	The Laurels Playschool Trust
<b>Registered person unique reference number</b>	RP536652
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01257 266553

Laurels Playschool was re-registered in 2016. The setting employs four members of staff. Of these, all hold appropriate qualifications ranging from level 3 to level 6. The setting opens from Monday to Friday, all year round. Pre-school sessions operate from 8am to 4pm, term time only. The out-of-school provision operates Monday to Friday from 7.30am to 9am and 3.20pm to 6pm, term time only. The setting offers a holiday provision during school holidays from 8am to 6pm Monday to Friday.

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