

# Grimsargh Pre-School

Preston Road, Grimsargh, Preston, Lancashire PR2 5JS



<b>Inspection date</b>	7 November 2018
Previous inspection date	4 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The registered provider does not have robust systems in place to ensure that all committee members are suitable for their roles. Ofsted has not been provided with the necessary details of each individual so that suitability checks can be completed.
- Staff do not make the most of the good links established with other settings children attend, to further support children's progress.
- Staff do not consistently maximise opportunities in the learning environment to broaden children's mathematical skills and literacy development.

### It has the following strengths

- Overall, teaching is consistently good. Staff are experienced and well qualified. They use their secure knowledge and understanding of how children learn to help build on what children already know and can do. Children are enthusiastic and motivated learners who make good progress in their development from their initial starting points.
- The key-person system is well embedded. Staff are caring, nurturing and considerate of the individual needs of all children. Children are happy, well behaved and confident and enjoy their time spent at pre-school.
- Staff recognise the importance of establishing good working partnerships with parents. They use a wide range of ways to keep parents informed of their children's learning and how to further extend this at home.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that Ofsted is provided with the necessary information to enable suitability checks to be carried out on all members of the management committee.	05/12/2018

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

- build on the good links established with other settings children attend to develop more effective ways to share information about their learning and development
- increase opportunities to help extend children's mathematical and literacy skills to an even higher level in the learning environment.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to during the inspection and through the written feedback provided.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of leadership and management requires improvement

The registered provider has failed to notify Ofsted of changes to the management committee. This means that Ofsted has not been able to determine the suitability of all committee members. However, this does not affect children's experiences or safety because they do not have direct contact with children. All necessary checks for staff are complete. Safeguarding is effective. Staff have a clear understanding of the signs and indicators of abuse and wider safeguarding issues. Recruitment, induction and staff's ongoing suitability are managed well. Staff update their training regularly and this leads to a knowledgeable staff team. The manager evaluates the pre-school's effectiveness and works closely with staff and parents to identify further priorities for improvement.

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

The well-qualified and experienced staff team completes regular observations and assessments and effectively monitors children's achievements. They know the children and the next steps in their learning well. Children respond positively to well-planned activities and engage well. For example, children collectively create a large display of painted poppies while staff sensitively address questions about Remembrance Day. Staff use a range of good teaching techniques. For example, they ask challenging questions to extend children's learning and encourage children to think for themselves. Children's independence is supported well. For example, they learn to put on their own coats, pour their own drinks and manage their own toileting needs. Children enjoy making dens and listen to favourite stories. They sit comfortably on cushions and confidently join in as they anticipate what happens next.

### Personal development, behaviour and welfare are good

Staff know the children well and are sensitive to their individual needs. They manage children's behaviour positively, using lots of praise and encouragement. Staff set out a wide range of resources which children help themselves to. Children learn about the importance of healthy eating. They talk about foods that are good for them during their play and at mealtimes. Children have a good understanding of sharing and taking turns and learn to consider each other's feelings. Staff promote children's physical development well. Children have regular access to a safe and secure outdoor area where they enjoy using a selection of wheeled toys. For example, they ride on tractors and transport leaves around the area in wheelbarrows. Staff help children to understand about the diversity of the world in which they live and to respect and appreciate others' views.

### Outcomes for children are good

Children make good progress and develop the skills necessary for the next stage of their learning, including school. They communicate well with staff in small- and large-group activities where they sit and listen carefully and follow instructions. Children are motivated and show persistence as they count, name colours, investigate and explore. Children happily choose to draw using different tools and older children are beginning to recognise the letters of their name.

## Setting details

<b>Unique reference number</b>	309321
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10070873
<b>Type of provision</b>	Sessional 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>	30
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Grimsargh Pre-School Committee
<b>Registered person unique reference number</b>	RP524368
<b>Date of previous inspection</b>	4 March 2015
<b>Telephone number</b>	01772652960

Grimsargh Pre-School registered in 1992 and is run by voluntary management committee. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The setting opens from 8am until 3.15pm Monday, Wednesday and Thursday, and from 8am until 12.30pm on Tuesday, during term time only. 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.

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