

Thornton Pre-School Playgroup

School Road, Thornton-Cleveleys, Lancashire FY5 5BJ



Inspection date	20 November 2018
Previous inspection date	19 October 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

This provision is good

- Children benefit greatly from having warm and trustful relationships with the energetic, thoughtful and caring staff team. Children are happy, settled and display high levels of self-confidence and self-esteem.
- Staff support children's communication and language development well. They enthusiastically engage in their play, ask lots of questions and give children time to think and answer.
- The newly appointed manager has prioritised areas to develop within the pre-school. She seeks the views of staff, children and parents and is working closely with local authority advisers to make meaningful changes to all areas of the provision.
- Partnerships with parents and other professionals involved in children's care and learning are well established. Staff share relevant information and implement strategies that support children's individual next steps in learning to aid further their continued good progress.
- Partnerships with the host school and surrounding schools are positive. Staff take time to meet with teachers, share information and encourage them to visit the setting to get to know children. This supports children's emotional well-being as they move on to formal education.
- Occasionally, the organisation of daily routines creates unnecessary interruptions in children's play and learning.
- Staff do not make the most of opportunities to encourage children to try and do things for themselves and extend their self-help and independence skills even further.

What the setting needs to do to improve further

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

- review the organisation of daily routines to provide children with more opportunities to remain engaged in their self-chosen play and bring their play to a close in their own time
- provide more opportunities for children to extend their self-help and independence skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke to the staff and the children throughout the inspection.
- The inspector held a meeting with the playgroup manager and the provider. She looked at relevant documents and checked evidence of the suitability of staff.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a number of parents and took account of their views.

Inspector
Donna Birch

Inspection findings

Effectiveness of leadership and management is good

The manager is committed and demonstrates a dedicated attitude to the setting. She supports staff through regular supervision and appraisal. Additionally, staff attend relevant training to support them to fulfil their roles. Policies, procedures and risk assessments are in place and effectively implemented. Safeguarding is effective. Staff have a secure understanding of their roles and responsibilities to protect children and keep them safe from harm. Recruitment and vetting are robustly managed. Systems for observation, assessment and planning are working well and the quality of these is regularly monitored by the manager. Any required intervention is swiftly implemented. Parents are happy with all aspects of the setting and say staff are 'amazing' and 'very supportive'.

Quality of teaching, learning and assessment is good

Children enter enthusiastically and are happy to see their friends and the staff. Children confidently select their favourite book and relish the opportunity to read the story with staff. Afterwards, staff build on children's interests as they encourage them to act out the story. Children delight as they go 'on a bear hunt' outdoors. Children demonstrate their excellent listening and communication skills. For example, they look under leaves and behind the trees for any traces of bears. Additionally, they recite the story from memory and talk about their favourite part and the characters. Staff encourage children to use available equipment, such as the large play apparatus, to make further connections to the story and extend their physical skills. For example, children climb over the bridge and go through the tunnel. Staff introduce new words, such as 'prehistoric', 'cocoon' and 'lair', as they talk to children about other animals they are interested in. This supports children's developing vocabulary and understanding.

Personal development, behaviour and welfare are good

Flexible settle-in sessions are used well by the staff to help children and parents feel comfortable and relaxed. Parents are invited to share relevant information, which is used well by staff to help them form strong bonds with children and parents from the outset. Children are supported to lead a healthy lifestyle and be physically active. Meals and snacks provided for children are healthy and meet their individual dietary requirements. Staff are good role models who treat children fairly and with respect. Children display high levels of self-confidence and behave well. Children are beginning to develop an understanding of keeping themselves safe. For example, they wait for staff before opening the gates to the school fields and follow staff's safety instructions well.

Outcomes for children are good

All children, including those in receipt of additional funding and those with special educational needs and/or disabilities, make good progress in their learning. All children acquire the skills needed for future learning and school. For example, they listen perceptively, follow instructions and use mathematical concepts, such as counting and ordering, confidently as they play.

Setting details

Unique reference number	EY271296
Local authority	Lancashire
Inspection number	10064140
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	20
Name of registered person	Thornton Pre-School Play Group Ltd
Registered person unique reference number	RP907387
Date of previous inspection	19 October 2015
Telephone number	07792 784 687

Thornton Pre-School Playgroup registered in 2003. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. One member of staff is unqualified. The pre-school opens from Monday to Friday during term times. Sessions are from 8.45am to 11.45am, 11.45am to 12.45pm and 12.45pm to 3.45pm. Breakfast club runs from 8am to 8.45am.

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

