

Lund Preschool

Newton With Clifton Village Hall, Newton with Scales, PRESTON PR4 3RX



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| Inspection date | 12 December 2018 |
| Previous inspection date | 22 October 2014 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This is a provision that requires improvement

- The provider does not have good enough systems to monitor staff's performance. She does not identify where some staff need support and coaching to ensure that teaching is consistently good.
- The systems for monitoring and assessing children's progress are not consistently effective. Some staff do not use what they know about younger children to provide swift and targeted support. These children do not make good enough progress.
- The provider does not effectively monitor the overall quality of the provision. Self-evaluation is not used as well as possible to help to identify all weaknesses in practice.

It has the following strengths

- Partnerships with parents are positive. Staff share information with parents regularly about their children's day and the activities they have enjoyed. Parents comment that they feel very happy and well informed about the care and learning their children receive.
- Children learn the importance of leading a healthy lifestyle. For instance, older children manage their self-care needs independently, such as washing away germs from their hands before eating. They know what types of food constitute a healthy diet, demonstrated when they state, 'Broccoli, carrots, bananas and oranges are healthy'.
- Staff are good role models and promote consistent messages for positive behaviour. All children behave well and show kindness and respect for staff and their peers.

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 |
|--|------------|
| provide effective supervision and professional development to help all staff to increase their teaching skills and to interact, challenge and support children to reach their full potential | 12/02/2019 |
| improve monitoring and assessment systems so that gaps in younger children's learning are acted on more swiftly to help them to make good progress from the outset. | 12/02/2019 |

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

- use self-evaluation more effectively to help to identify and address all weaknesses in practice.

Inspection activities

- The inspector took a tour of the pre-school with the provider, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the provider. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector completed an evaluation of an activity with the provider.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector
Daphne Carr

Inspection findings

Effectiveness of leadership and management requires improvement

The well-qualified provider offers some support and coaching for staff. However, she is not successful in addressing inconsistencies in the quality of teaching and some staff's personal effectiveness. Professional development opportunities do not fully support all staff to deliver good-quality teaching. Self-evaluation processes are not effective enough in helping to identify all weaknesses. Nevertheless, staff help to keep children safe as they play. For instance, they carry out effective risk assessments, indoors and outside. These help staff to minimise hazards and ensure that children play in safety. Safeguarding is effective. Staff know the procedures to follow should they have concerns about a child's welfare.

Quality of teaching, learning and assessment requires improvement

Teaching is inconsistent. Some staff do not use information from assessments effectively to specifically target and address gaps in younger children's learning swiftly. Furthermore, they do not offer younger children appropriate levels of interaction and challenge, to help them to make better progress. For example, some staff do not provide younger children with enough opportunities to learn how to engage in two-way conversations. At times, some staff do not initiate any conversation. This does not fully support younger children to develop good communication and speaking skills. However, staff working with older children provide plenty of opportunities for them to engage in meaningful conversations and discussions. For example, during outdoor play, staff engage them well in imaginary play. Older children pretend to make drinks using natural resources, such as water, leaves, sticks and bark. They mix the items together and state, 'I am making tea'. They are motivated, keen to learn and play cooperatively with their peers.

Personal development, behaviour and welfare are good

The provider and staff create a warm and welcoming environment for children. They offer a flexible settling-in process at the start of their placement that helps children to feel emotionally secure. When children arrive each day, they are happy to leave their parents and engage in self-chosen play activities. Children form strong bonds with staff and firm friendships with their peers. Staff ensure that all children have plenty of opportunities to be physically active outside and enjoy fresh air daily. Children develop a good understanding of dangers and how to keep themselves safe. For example, staff remind them not to run inside as they may fall and hurt themselves.

Outcomes for children require improvement

Older children make sufficient progress towards the early learning goals. However, younger children are not fully challenged to help them to achieve their full capabilities. Nevertheless, younger children learn to share and take turns. They lead their own play and are confident in their abilities. Older children learn skills that help to prepare them for school. For example, they independently put on their own coats and shoes before they go to play outside. Children develop some of the key skills they need for future learning and the eventual move to school.

Setting details

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| Unique reference number | EY440869 |
| Local authority | Lancashire |
| Inspection number | 10069504 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 1 - 3 |
| Total number of places | 28 |
| Number of children on roll | 9 |
| Name of registered person | Shortys Ltd |
| Registered person unique reference number | RP531318 |
| Date of previous inspection | 22 October 2014 |
| Telephone number | 07815930160 |

Lund Preschool registered in 2012. It employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and one holds a qualification at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for 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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