

Children R Us Preschool

1a Alder Drive, Hoghton, PRESTON PR5 0AD



Inspection date

8 January 2019

Previous inspection date

7 December 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

- The experienced and highly qualified managers are passionate about their roles in continually raising the quality of the pre-school. They are enthusiastic and dedicated practitioners who demonstrate a strong commitment to raising the existing good standards of care and learning further.
- Children thoroughly enjoy the time they spend at this welcoming and inclusive pre-school. They develop strong bonds and attachments to their key person and demonstrate that they are happy, settled and secure.
- The environment is bright, stimulating and well resourced. The managers use their knowledge of how children learn to plan a rich and varied array of activities that enthuses and ignites children's passion for learning. Children are confident and motivated to play and explore.
- Parents speak very highly of the provision. They comment on the friendliness of the managers and how much their children look forward to attending.
- Managers have not yet implemented systems to track the progress of different groups of children, to build on children's good progress further.
- Highly effective strategies for sharing and gaining information from parents about children's learning at home are still in their infancy.
- Occasionally, staff are too quick to help children, rather than encouraging them to problem solve and find their own solutions during play.

What the setting needs to do to improve further

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

- embed the tracking of different groups of children and evaluate the impact that this has on outcomes for children
- continue to strengthen ways for sharing and gathering information from parents about what children are learning at home
- develop teaching further so that opportunities for children to solve problems are maximised.

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 one of the pre-school managers.
- The inspector held a meeting with one of the pre-school managers. She looked at relevant documentation, such as the development plans and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Members of the team have a thorough and up-to-date understanding of their roles and responsibilities in protecting children from harm. They are aware of the possible signs and symptoms of abuse and know how to refer any concerns. Managers use self-evaluation effectively to identify and monitor the quality of the provision and teaching. They continuously engage in reflective practice and support and coach one another throughout the working day. This effective process helps to identify any additional training needs and improvements that will raise outcomes for children. Children's individual progress is robustly monitored. Any additional support that individual children may require is swiftly secured to help close any gaps in learning.

Quality of teaching, learning and assessment is good

Staff complete precise and timely assessments of children's progress. They use this information to help them plan for the next steps in children's learning. Overall, the quality of teaching is good. Staff support children's emerging language skills well. They ask questions and encourage children to talk about what they are doing. Children begin to learn about the concept of money as they purchase produce from the shop that they have created. They enjoy taking on the role of the shopkeeper and engage in vibrant conversations as they develop their imaginative skills. Children display good listening skills and follow instructions. They create pictures of snowmen, exploring the texture of cotton wool and glue. They are encouraged to develop their own ideas as they select materials to use for the snowman's scarf. They begin to master the use of scissors as they develop their hand-to-eye coordination, persevering in this challenging task.

Personal development, behaviour and welfare are good

The staff are kind and caring and are positive role models. They offer an abundance of praise and encouragement to children and celebrate their achievements. This helps to develop children's self-esteem and sense of belonging. Children are beginning to understand about the importance of leading a healthy lifestyle. During snack time, they talk about the importance of drinking milk to help make their teeth strong. Children demonstrate an understanding of how to keep themselves safe. For example, they hold the hand rail as they go down the steps to the outdoor area, moving slowly and carefully. Children enjoy activities outdoors. They climb over equipment, developing their coordination and balance skills. They blow bubbles and watch what happens to these in the wind. Children play collaboratively together and demonstrate kindness towards others.

Outcomes for children are good

Children are well prepared for the next stage in their learning, including school. They develop good mathematical skills and count accurately. Children gain good literacy skills as they begin to write their names and recognise familiar letters. Younger children enjoy singing their favourite songs and rhymes. They eagerly point to pictures in stories and predict what will happen next. Children behave well. They take turns, share resources and listen to one another.

Setting details

Unique reference number	EY455660
Local authority	Lancashire
Inspection number	10064193
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	30
Number of children on roll	12
Name of registered person	Children R Us Preschool Partnership
Registered person unique reference number	RP907355
Date of previous inspection	7 December 2015
Telephone number	07528 575088

Children R Us Preschool was registered in 2012. The pre-school employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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