

Feniscowles Pre-School

740 Preston Old Road, Blackburn BB2 5EN



Inspection date	21 January 2019
Previous inspection date	10 November 2017

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

- Staff form secure and trusting bonds with children and their families from the outset. Children, including those who are new to the pre-school settle quickly and demonstrate they feel emotionally secure in their surroundings.
- Staff are excellent role models who treat children with fairness and respect. Staff provide children with age-appropriate reminders of expected behaviour and give children constant praise and encouragement. Children behave well, use good manners and are considerate of the needs of others.
- The manager and staff closely monitor the progress made by individual children and act quickly to address any gaps in learning. For example, they have extended resources and implemented targeted activities, to successfully raise the progress made by children in mathematics and communication and language.
- Staff are well qualified and experienced. They observe children regularly and make accurate assessments of their learning.
- Staff talk to parents each day and invite them to attend regular parents' evenings. This helps to ensure they are kept fully informed of their child's ongoing progress.
- Children's independence is fostered well. Children help themselves to water and fruit at snack time and relish undertaking tasks, such as putting on and fastening their own coats.
- Procedures for gathering and sharing information with parents about children's learning and development at the start of placement are not consistently implemented by staff to help children to make the best possible progress from the outset.
- Although, overall, supervision sessions support staff to maintain their professional development, the manager does not yet provide them with individual and incisive feedback about their teaching to raise this to the highest possible levels.

What the setting needs to do to improve further

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

- strengthen systems for gathering information from parents about their child's development and progress at the start of the placement to help children to make the best possible start
- embed the revised supervision arrangements, so staff are provided with more regular and incisive feedback on the quality of their teaching, which helps them to raise this to the highest possible level.

Inspection activities

- The inspector had a full tour of the pre-school and observed safety practices.
- The inspector observed the quality of teaching during activities carried out indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to staff and children throughout the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector spoke to some parents and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The pre-school is safe and secure. Revised policies, procedures and risk assessments are understood and robustly implemented by all staff. Recruitment and vetting arrangements are robust. Overall, staff build trusting relationships with parents. They seek their views about the quality of service provided. Parents actively engage in activities, such as fundraising events to support the continued development of the pre-school. Proceeds from these are used well to make meaningful changes to the setting. For example, they have purchased more outdoor equipment to further support children's large physical skills and erected new fences to make the outdoor area even more secure.

Quality of teaching, learning and assessment is good

Staff communicate well with children and provide time for them to be able to think and answer questions. Staff effectively model language for younger children. For example, they repeat familiar words and encourage children to take part in action songs. Older children eagerly take part in discussions and are keen to talk about their family and home lives. Furthermore, staff sign post parents to other services, such as 'chatter chums'. This further supports children's language development. During a shape hunt outdoors, children observe shapes in the environment and make comparisons. For example, they point out that the shed door is a rectangle and the tyres are circles. Staff introduce new words, such as 'cylinder' and 'cone'. Children consolidate their learning as they re-visit activities to test and try out their skills. For example, once back at the pre-school they describe and draw the shapes they found on the hunt. This further extends children's language and mathematical development. Parents comment that they feel 'well-informed' and that their children make 'good progress'.

Personal development, behaviour and welfare are good

The warm and welcoming learning environment is organised to help children to make independent choices in their play. Children are motivated and eager to learn. Children are encouraged to manage their own personal hygiene needs according to their age and stage of development. Staff help children to gain an understanding of keeping themselves safe. For example, children know to hold hands and stay close to staff when walking outdoors. Staff help children to gain an understanding of leading a healthy lifestyle. They encourage children to make positive food choices and remind them to drink plenty of water. Staff explain how the water hydrates their bodies and the fruit and milk keeps their bones and teeth healthy. Additionally, children play outdoors every day and enjoy walks and visits in the local community.

Outcomes for children are good

Children are gaining the skills needed to be ready for their future learning and school. They have good listening, attention and literacy skills. For example, they listen perceptively during circle time activities and make meaningful marks using pencils and pens and crayons. Children draw pictures of people from their families and write their own names. Children confidently access and use simple programs on the pre-school hand-held computer.

Setting details

Unique reference number	EY551767
Local authority	Blackburn with Darwen
Inspection number	10092535
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	25
Number of children on roll	20
Name of registered person	Feniscowles Preschool
Registered person unique reference number	RP545685
Date of previous inspection	10 November 2017
Telephone number	07572607615

Feniscowles Pre-School registered in 2017 and is run by a limited company with charitable status. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and 4. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am to 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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