

# Clayton Green Happy Times Pre-school and Playscheme



1 Clayton Green Centre, Centre Drive, Clayton-le-Woods, Chorley, Lancashire PR6 7TL

<b>Inspection date</b>	12 March 2019
Previous inspection date	13 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager is ambitious for the success of the pre-school and works extremely hard to secure positive changes. Reflective practice is well embedded within members of the staff team who, along with parents and children, contribute to the targeted and well-informed development plans. There is a strong team spirit and all staff are invested in the continuous improvement of the pre-school.
- The manager and staff strive to establish effective partnerships with parents. There are many opportunities for parents to contribute to their children's learning, including through assessments and continuing learning at home. Parents are complimentary about the staff and the commitment they show to the pre-school and children.
- Children's good health is supported very well. They have daily opportunities for outdoor play and large physical activity. For example, staff make use of the generous facilities within the sports centre they are based in. Children thoroughly enjoy running around and moving their bodies in various ways. They follow good hygiene routines and enjoy activities based on healthy eating, further supporting their awareness of health.
- Children arrive happy and confident and are warmly welcomed by staff. Children receive plenty of cuddles and reassurance, particularly if they are hesitant during settling-in sessions. Children's physical and emotional well-being are given high priority.
- Although monitoring of staff practice has brought about some good improvements, teaching has not reached the very highest levels.
- The manager has not extended partnership working to establishing links with all involved professionals, for example teaching staff at schools children go on to attend.
- Occasionally, staff do not offer children sufficient challenge during activities to help them make even better progress.

## What the setting needs to do to improve further

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

- strengthen monitoring staff teaching in order to raise practice to the very highest levels
- build on current partnership working and explore further ways to create continuity in children's learning, particularly for those children due to start school
- enhance staff's understanding of how to offer additional challenge for children during play, to help them make even better progress.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the pre-school manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are vigilant and have a secure knowledge of the procedure to follow should they have concerns regarding a child's welfare. The setting is safe and secure and children are supervised well. Robust recruitment, vetting and induction procedures help to ensure children are cared for by suitable adults. Children's progress is monitored closely. Due to the small group size, the manager is able to oversee all children's progress, swiftly identify any emerging gaps and implement support where needed. Children who speak English as an additional language are provided with good support. Staff value the importance of children playing and learning in their home language as well as providing good support for their English skills.

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

Staff's flexible approach to planning for children's learning greatly benefits their ability to lead their own play. Following children's spontaneous interest in frogspawn found during a nature walk, staff planned various activities to deepen children's interest and support learning across different areas. For example, children have been exploring the life cycle of frogs, creating their own tadpoles and joining in with frog-related mathematical games. During play in the sports hall, staff encourage children to recall how frogs move, prompting children to make great leaps across the hall, using excellent large-muscle movements. Staff ensure funding for eligible children is well planned and targeted.

### Personal development, behaviour and welfare are good

Staff create a warm and welcoming atmosphere where children and parents feel at ease. Children benefit from the small setting as they get to know their key person, as well as all other staff, very well. Children quickly grow in confidence to explore the environment and activities available. Their behaviour is managed effectively by staff, who help them to understand the expectations of their behaviour and support them to adjust to different situations. Children listen well, cooperate and happily follow instructions from staff. The environment is rich in diversity. There are interesting displays around the pre-school showing images of children and families from around the world. These help children to learn about difference.

### Outcomes for children are good

Children show a good attitude to their learning from a young age. They are interested in the activities and resources available and are motivated to participate. Children make marks and write for a purpose, in excellent support of their small-muscle movements and emerging literacy skills. They are independent from a young age and develop wonderful social skills. All children, including those in receipt of funding, make good progress and develop the necessary skills in good preparation for school.

## Setting details

<b>Unique reference number</b>	309870
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10072820
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Active Nation UK Ltd
<b>Registered person unique reference number</b>	RP520354
<b>Date of previous inspection</b>	13 January 2016
<b>Telephone number</b>	0300 0200 136

Clayton Green Happy Times Pre-school and Playscheme registered in 2000. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications. The pre-school opens from 9am to 3pm Monday to Friday, during term time. It operates a holiday playscheme for older children from 8.30am to 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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