

Great Eccleston Pre-School

Scout Association, Hall Lane, Great Eccleston, PRESTON PR3 0XN



Inspection date	24 April 2019
Previous inspection date	21 January 2016

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		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Leaders do not use effective systems to monitor staff's performance. They do not identify where some staff require focused support, training and coaching to ensure that the quality of teaching is consistently good.
- Leaders do not ensure that the systems for assessing individual children's learning are consistently effective. Some assessments are not precise enough to swiftly identify gaps in younger children's learning. Some children do not make good progress.
- Leaders do not provide enough opportunities for children to learn about other cultures and communities outside their immediate experience.
- Leaders do not use effective self-evaluation to identify weaknesses in practice.

It has the following strengths

- Staff and parents share information about children's care and learning, including through verbal discussions and diaries. Staff provide parents with ideas to support children's learning at home. For example, children take home a range of activity bags.
- Children are confident. They arrive happy and excited. All children, including new children, are settled and they have formed close attachments with staff.
- Staff promote children's positive behaviour well. For example, they reward children with tokens for their achievements and children look forward to taking home a trophy.
- The environment is well organised and stimulating. Leaders have created many interesting and imaginative areas based on children's interests.

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
improve systems for supervision and professional development to help all staff to develop their teaching practice to a consistently good level	30/06/2019
improve assessment systems to ensure that gaps in younger children's learning are acted upon more swiftly, to help them to make the best possible progress.	30/06/2019

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

- enhance the opportunities available for children to learn about a range of cultures and communities beyond their immediate experience
- use self-evaluation more effectively to identify and address weaknesses and raise the quality to a consistently good level.

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 observed a planned session and jointly evaluated the teaching with the provider.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held meetings with the provider. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to three parents on the day of the inspection and she took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders have changed since the last inspection. They do not use self-evaluation well enough to identify and address weaknesses swiftly. Leaders provide staff with some supervisory sessions. However, there is less focus on evaluating staff's teaching practice. This means that staff are not provided with the coaching and training that they require to help to raise the quality of teaching to a consistently good level. Leaders monitor assessments of older children. However, they do not closely monitor those completed for younger children. Some assessments for younger children are not precise enough to identify gaps in their learning and help them to make better progress. Despite this, leaders are committed to keeping children safe. Staff have a suitable understanding of the signs and symptoms of abuse and the reporting procedures in place locally. Recruitment processes are secure and staff are suitably vetted. Safeguarding is effective. Staff promote children's understanding of how to manage risks well. For instance, under close supervision, children practise chopping vegetables with a knife.

Quality of teaching, learning and assessment requires improvement

Despite all staff being well qualified, the quality of teaching is variable. Staff do not always offer younger children appropriate levels of challenge, such as during group sessions. Staff do not simplify their teaching when younger children show clear signs that they are not understanding. Consequently, these children lack consistent motivation and engagement. That said, staff provide older children with appropriate levels of challenge. For example, older children enjoy working together using scales, adding and taking away items, such as shells, until the scales balance. This supports children's mathematical learning well. Staff follow older children's lead as they play. For example, children show an interest in exploring sand with paintbrushes and search for 'treasure'. Staff suggest that they are completing an archaeological dig. Children are interested to learn more and repeat the new word. This helps to strengthen children's hand muscles and coordination as well as extending their vocabulary further.

Personal development, behaviour and welfare require improvement

Leaders have not explored a range of ways to help to enhance children's understanding of other cultures and communities beyond their experiences. Despite this, staff provide children with a range of opportunities to support their physical well-being. For example, children enjoy physical exercise each day and engage in positive hygiene routines. They enjoy working together to serve snack and wash their plates afterwards. This provides children with an opportunity to develop their independence and helps to promote their social skills.

Outcomes for children require improvement

The weaknesses in teaching and assessment have an impact on younger children's ability to make good progress. Despite this, older children make typical progress and are gaining the skills required for their move to school. For example, they proudly write their names on artwork and enjoy thinking of words that rhyme, such as 'hen' and 'pen'.

Setting details

Unique reference number	EY447434
Local authority	Lancashire
Inspection number	10075182
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	17
Name of registered person	Great Eccleston Pre-School LLP
Registered person unique reference number	RP910234
Date of previous inspection	21 January 2016
Telephone number	07549456344

Great Eccleston Pre-School registered in 2012. The pre-school employs three members of childcare staff. Of these, the provider, who is also the manager, holds qualified teacher status and two members of staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, with the exception of Thursday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, 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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