

Wesham Preschool

Wesham Community Centre, Church Road, Wesham, Preston PR4 3DR



Inspection date	20 May 2019
Previous inspection date	30 June 2016

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

- Leaders and staff develop very good relationships with parents. They have an established two-way process to share a wide range of information with parents which helps to provide a consistent approach to supporting children's ongoing learning.
- Parents speak highly of the preschool. They describe it as a place where their children are happy and have made good progress since their starting points.
- Staff have an effective settling-in process which helps to support children's emotional well-being. Children are friendly and self-confident when talking to authorised visitors about their activities and what they like in the preschool.
- Children have daily opportunities to play in the outside area to help develop good physical skills. They explore different ways of moving and negotiating space using various apparatus as they interact with their friends.
- Staff make good use of children's interests to engage children in activities. For example, staff use dinosaurs to develop counting skills.
- Children display positive behaviour. Staff show fairness and consistency when sharing the rules. Children listen and show respect to staff and each other during their play, and they are encouraged to share resources with each other.
- Staff provide a safe environment for the children. Staff deploy themselves well throughout the environment. They carry out risk assessments to identify potential risks to children and deal with them appropriately.
- During some activities, staff do not always challenge children enough to extend learning.
- Staff are not always consistent in sharing key information with parents or external agencies to support children's ongoing learning.

What the setting needs to do to improve further

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

- provide more opportunities to challenge children even further during activities to extend their learning
- enhance the way that staff share children's progress with parents or external agencies to support children's development in a timely manner.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held discussions with staff. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector spoke to parents and children and took into account their views.
- The inspector completed a joint observation with the manager.

Inspector
Laura Green

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of safeguarding procedures and know what to do if they have concerns about a child. Staff are good role models. They are caring and form warm relationships with children. Leaders carry out regular staff supervision in order to support staff with their ongoing professional development. Staff feel supported by their leader. Leaders use effective self-evaluation, which includes the views of staff, parents and children, to improve the quality of the setting. Parents comment that they are happy with the setting and staff are helpful and approachable. The leaders share information about healthy lifestyles with parents. For example, staff send home information and resources regarding dental hygiene.

Quality of teaching, learning and assessment is good

The staff provide a good range of activities which are set out in clearly defined areas within the environment. Staff ensure that both resources and activities are accessible to both younger and older children. Staff teach new skills well and encourage children to take part in various activities. For example, staff support children to take part in planting vegetables as they learn about food production. Staff join in with children's play well and are good role models to develop children's communication skills. Staff take into consideration mixed age ranges and use a variety of different teaching strategies to support children's learning. Children enjoy accessing the writing area. Older children proudly display their attempts at letter and number formation. Staff carry out accurate observations which are used to plan the next stage of children's development.

Personal development, behaviour and welfare are good

Children are engaged and interested in a broad range of activities. The children are confident learners, and they happily explore the environment. The staff provide children with healthy food options and discuss healthy eating during snack time. Staff sensitively remind children of the setting's rules and boundaries during the day. Children acknowledge these reminders and play together with their peers. There is an effective key-person system in place and staff know, and care for, individual children well. This includes toileting needs for the younger children. The setting has a wide range of cultural resources in the environment. Staff ensure children have a good knowledge of the world around them by taking them on regular trips.

Outcomes for children are good

All children, including those who access funding, make at least good progress from their starting points. Staff create chances for the children to be independent and they regularly give children responsibilities in the setting. Staff prepare the children for their next stage of learning by utilising well-established relationships with the local schools. For example, visits to the local Reception class ensure the older children are ready to join their chosen schools in September.

Setting details

Unique reference number	EY489592
Local authority	Lancashire
Inspection number	10076490
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	36
Number of children on roll	36
Name of registered person	Biviano, Gwendoline Margaret
Registered person unique reference number	RP514122
Date of previous inspection	30 June 2016
Telephone number	07966213995

Wesham Preschool was registered in 2015. The preschool employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one has early years professional status. The preschool opens Monday, Wednesday and Thursday from 9am until 3pm and on Tuesday and Friday from 9am until midday, term time only. The preschool provides funded early education for children aged two, three and four years.

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