

<b>Inspection date</b>	24 May 2019
Previous inspection date	7 May 2015

<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

- Strong leadership and management impact positively on the smooth running of the pre-school. The manager is dedicated and passionate, well matched by the equally invested and committed staff team. Together they evaluate all areas of practice and contribute to ongoing improvement plans. Recent changes to the learning environment mean children are more engaged and focused during their play.
- Overall, the quality of teaching is good and some aspects are outstanding. This is particularly so when staff engage in meaningful conversations with children. Staff are especially skilled at using children's ideas and responses to form further questions, creating powerful learning opportunities. Performance management of staff is strong, but not yet sufficiently precise to raise all teaching to an outstanding level.
- Staff use their observational assessments very well to plan activities and learning experiences that are targeted and well matched to children's development needs and interests. As a result, children are engaged, keen to participate and make good progress in their learning.
- Children with special educational needs and/or disabilities (SEND) receive good support. Intervention is sought early on and close partnership working with all involved professionals helps to ensure children's needs are well known and met.
- Staff continually strive to establish effective partnerships with parents. They provide a wealth of opportunities for parents to contribute to and be involved in their children's learning, for example, parents' evenings, various communication methods and lots of ways parents can continue learning at home.
- Children engage in a wide range of activities and experiences that help them to value their local community, as well as wonderful opportunities to reflect on their differences. Children enjoy walks around their local area, and regular visits to a local residential home and library.
- Staff occasionally miss opportunities to build in time for children to explore resources and talk about their intended use. This means sometimes children are not aware of how to properly use some resources, to maximise their learning.

## What the setting needs to do to improve further

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

- sharpen the focus for the professional development of staff that aims to raise the quality of teaching to an outstanding level
- focus more precisely on supporting children's understanding of how to use resources, particularly during planned activities, to enhance children's learning even further.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- 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. The manager has a clear focus on ensuring children are safe and protected. Staff receive a wide range of information and training to ensure they are up to date and have a secure understanding of wider safeguarding practices and concerns. Robust recruitment, vetting and induction procedures help to ensure children are cared for by suitable adults, and they understand their roles and responsibilities right from the start. Children's progress is monitored closely. The manager and staff are able to identify any emerging gaps in children's learning and implement support where necessary. For example, after gaps in children's mathematical development were identified, staff attended specific training. They sought support and advice from the local authority and increased the range of resources available.

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

Staff are well qualified and apply their skills very well to provide support and challenge for children. They use a range of teaching techniques to maintain children's interest and maximise learning opportunities. For example, children enjoy play at the dough table. Staff join in sensitively, first asking children about what they are making. Children explain they are making cakes, which staff challenge by asking what ingredients they used, encouraging children to recall their learning and past events. Staff's effective questioning leads children to talk about the size, texture and shape of their dough and to confidently share experiences from home. Children who speak English as an additional language are very well supported. Staff learn key words from parents and use innovative resources, such as electronic devices that read books aloud in different languages.

### Personal development, behaviour and welfare are good

Children arrive at pre-school happy and eager to join in with the morning routine. They are warmly welcomed by staff and settle in well. Children's good health is promoted well. Staff support children to develop good hygiene routines from a young age. They wash their hands at specific times, such as before snack, and engage in conversations with staff around the importance of clean hands. The learning environment is bright, spacious and well planned. A wide variety of exciting and interesting activities motivates children and they show confidence in trying new experiences. For example, children show good independence skills when they cut up the vegetables in the role-play kitchen.

### Outcomes for children are good

Any additional funding that children receive is spent well to ensure they get the support and intervention they need to make the best possible progress. As a result, children at risk of falling behind catch up quickly. Older children make marks and write for a purpose, in excellent support of their small-muscle movements and emerging literacy skills. Younger children build jigsaw puzzles, showing great persistence and mathematical skills. Children develop the necessary skills in good preparation for school.

## Setting details

<b>Unique reference number</b>	EY297933
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10106676
<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>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Kirkham Pre-School Ltd
<b>Registered person unique reference number</b>	RP910455
<b>Date of previous inspection</b>	7 May 2015
<b>Telephone number</b>	07751 504119

Kirkham Pre-School Ltd registered in 2005. The pre-school is open each weekday from 9am to 3pm, term time only. In total, five staff work at the pre-school, all of whom hold relevant qualifications, including the manager who holds early years professional status. The nursery receives funding to provide free early education for two-, three-, and four-year-old children.

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Piccadilly Gate  
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