

Downham Pre School

Main Street, Downham, Clitheroe BB7 4BN



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| Inspection date | 23 May 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Outstanding Not applicable | 1 |
|---|---|--------------------------------------|----------|
| Effectiveness of leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The manager is dedicated, knowledgeable and ambitious. She and her well-established team provide children with an exceptional range of equipment and resources, indoors and outdoors. Children are highly motivated and eager to explore their environment.
- The extremely well-embedded key-person system supports children's emotional well-being highly effectively. Staff are highly sensitive to children's needs. They constantly offer meaningful praise and children are confident and independent.
- The pre-school is vibrant and dynamic. Children arrive extremely happy and excited. The staff's enthusiastic approach to their interactions with children is exemplary.
- The staff demonstrate outstanding teaching skills. They complete very accurate assessments of children's learning. Staff's in-depth knowledge of the children is used extremely well to identify next steps that inform planning.
- Highly effective monitoring helps staff to swiftly identify any children with additional needs, including children with special educational needs and/or disabilities (SEND). The manager ensures staff have access to specialist training to help them meet children's individual needs.
- Children's imaginations flourish in this exciting environment. Children are extremely eager to participate in the challenging activities. For example, they search excitedly for hidden drawings in a wonderful outdoor treasure hunt.

What the setting needs to do to improve further

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

- continue to evaluate the provision and further develop ways to involve all stakeholders, including parents, in the process.

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 parents on the day of the inspection and took account of their views.
- The inspector reviewed a sample of documents, including children's learning records, staff's suitability checks and records relating to health and safety matters.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the pre-school.

Inspector

Kaela Francioli

Inspection findings

Effectiveness of leadership and management is outstanding

The vigilant staff team provides an extremely safe and secure environment for children. Safeguarding is effective. This is a priority for the extremely well-trained staff team. Staff have an excellent knowledge of what to do if they have concerns about a child's welfare. Procedures in place for checking staff's ongoing suitability are thorough. The manager's deployment of her staff team is excellent. Routines are seamless and staff flow naturally to all areas, helping to ensure the safety of children as paramount. The manager provides extremely efficient systems of support and performance management, based on incisive monitoring of staff's practice. Parents are completely satisfied with the outstanding quality of all aspects of the provision. The manager and her team are continually looking for ways to involve parents even further in the self-evaluation processes.

Quality of teaching, learning and assessment is outstanding

Staff instinctively extend children's learning at every opportunity. Their high-quality teaching successfully engages children in learning and promotes their expanding vocabulary and knowledge of the world they live in. Children sort animals into different categories such as wild or farm animals. Staff support children to develop a deeper understanding of how the world is changing over time. For example, staff extend children's learning further when they discuss the dodo and how it is extinct. Children's imaginations have an abundance of opportunities to flourish. Children talk about setting sail into the sunset on the cardboard ship they have created. They use words such as 'masts' and 'anchor' appropriately in their play. Children plan, negotiate and problem-solve for themselves while exploring the challenging and exciting activities.

Personal development, behaviour and welfare are outstanding

Children have highly developed relationships with staff. They are sociable, show great respect for one another, and their manners are impeccable. Staff provide an outstanding environment that stimulates children to explore freely. Children make their own choices about where to play, and, as a result, show high levels of independence skills. Children have excellent opportunities for outdoor play and physical activity. Indoors, children enthusiastically participate in a physical exercise programme. They have a well-developed awareness of the impact exercise has on their bodies. For example, children know that their heart 'races' during exercise and they need to lie down to rest and cool off.

Outcomes for children are outstanding

Children make the best possible start and gain outstanding skills for their future learning. They show high levels of development, participate well and are very confident. Highly effective teaching ensures that children gain early reading, writing and mathematical skills extremely well. For example, children discuss similarities in size and shape and use terms such as 'wide' and 'narrow' in context. Children are well prepared for their eventual move to school.

Setting details

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| Unique reference number | EY538507 |
| Local authority | Lancashire |
| Inspection number | 10094017 |
| 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 | 24 |
| Number of children on roll | 50 |
| Name of registered person | Downham School Ltd |
| Registered person unique reference number | RP538506 |
| Date of previous inspection | Not applicable |
| Telephone number | 01200 441665 |

Downham Pre School registered in 2017. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. One member of staff holds a relevant early years qualification at level 2. The pre-school opens from 9am to 3pm, Monday to Friday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children and supports children with SEND.

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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