

Queensway Pre-School

Methodist Church, Queensway, Poulton le Fylde, Lancashire FY6 7ST



Inspection date

20 June 2019

Previous inspection date

11 February 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
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 pre-school manager is extremely well qualified and has an expert knowledge and understanding of early years and how children learn. The equally invested staff share the manager's uncompromising drive to provide the highest levels of care and education for all children.
- The pursuit of excellence is demonstrated in the manager and staff's tireless focus on sustained improvement across all areas of provision. Ongoing and incisive self-evaluation includes the views of staff, parents and children, and leads to targeted and highly impactful enhancement of the pre-school.
- The learning environment is truly captivating and provides children with an abundance of learning opportunities, inside and outdoors. Innovative, inspiring and highly engaging resources and experiences help children become deeply absorbed in their learning. Children show exceptionally high levels of motivation to learn, and with outstanding teaching from staff, they make rapid progress in their learning.
- Children actively contribute to the culture of cooperation, fairness and respect successfully embedded within the pre-school. For example, children suggest using the sand timer during play with their peers, demonstrating extraordinary levels of self-control and the ability to solve problems harmoniously.
- Support for children's communication is outstanding and staff demonstrate exceptionally high aspirations for what all children can achieve. The pre-school has been involved in various campaigns and targeted intervention programmes aimed at promoting children's communication and literacy skills both in the setting and at home. This has significantly promoted partnership working and continued learning at home.
- Children are greatly supported to recognise and manage their own health and hygiene needs. The wonderfully resourced 'sniffle station' allows children to look at themselves as they wipe their nose, includes a bin to dispose of the tissues, books on germs to aid their understanding and talking instructions to remind children what to do.

What the setting needs to do to improve further

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

- enhance the already excellent opportunities that encourage and support children's awareness of how things grow.

Inspection activities

- The inspector observed the quality of teaching and the impact this had 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 outstanding

The arrangements for safeguarding are effective. Staff have an excellent knowledge of safeguarding procedures. They are extremely confident in the procedures to follow in responding to concerns about a child's safety or welfare. The manager implements extremely robust recruitment, induction and training to maintain exceptional levels of practice and to ensure staff's suitability. Peer observations are used highly effectively to help staff reflect on their own practice as well as provide valuable and specific feedback on other staff members' teaching. As a result, teaching is of the highest quality. Partnership working is exemplary. The manager and staff work determinedly to seek out support and resources from external agencies and services, swiftly threading advice into practice. As a result, support for children with special educational needs and/or disabilities is exceptional.

Quality of teaching, learning and assessment is outstanding

Staff are highly skilled and qualified. They implement systems of observation and planning with outstanding results. For example, staff plan largely 'in the moment'. They use their expert knowledge of children's developmental needs, together with information from parents, to seize opportunities for learning. Staff's innate teaching and spontaneous planning successfully draws out children's knowledge and builds on it there and then. Staff's very careful and timely questioning greatly promotes children's thinking skills and facilitates an abundance of further challenge. For example, children enjoy connecting beads together to make circle shapes. Staff draw children's attention to the different sizes and pose questions about why some are smaller. Staff use excellent facial expression and gestures, superbly engaging children's thinking. Children successfully make the link between the number of beads used and the size of their circles.

Personal development, behaviour and welfare are outstanding

Children flourish in this wonderful setting. They settle in remarkably well and go on to develop a very strong sense of emotional well-being. This is owing to staff's warm and nurturing approach and the highest priority being placed on developing children's confidence to explore and learn. Children are deeply engaged in opportunities to discover the wider world. For example, staff regularly invite children's family members to come in and speak to the children about where they are from or interesting places they have visited, such as Japan and Australia. Children then spend time looking at the world map and recall what they found out about the country. Children learn about health and growth through fascinating learning experiences, such as caring for their own caterpillars and the different conditions for growing mushrooms. Staff are currently working on enhancing the already excellent opportunities children have to explore growth outside.

Outcomes for children are outstanding

Staff have had enormous success in engaging children in mathematics due to their careful and skilful planning and resourcing, following precise monitoring of children's learning. This has helped to considerably narrow any gaps in children's learning. Children are truly inspired and excited by their learning. They make exceptional progress from their starting points and gain the skills they require for starting school.

Setting details

Unique reference number	309436
Local authority	Lancashire
Inspection number	10106668
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	32
Name of registered person	Poulton Pre-School & Toddler Association Committee
Registered person unique reference number	RP908700
Date of previous inspection	11 February 2015
Telephone number	01253 884 937

Queensway Pre-school registered in 1992. The setting opens Monday to Thursday from 9am until 4pm, and on Friday from 9am until midday, during term time only. The setting employs five members of childcare staff, all of whom hold at least a level 3 qualification, including the manager, who holds a level 6 qualification. The setting provides funded early education for two-, three- and four-year-old children.

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