

# Pre-School Centre

Lancaster University, Bailrigg, Lancaster, Lancashire LA1 4YW



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| <b>Inspection date</b>   | 26 July 2019 |
| Previous inspection date | 29 July 2013 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Outstanding        | 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 highly qualified and experienced management team has a clear vision for the setting and works exceptionally hard to achieve this. Roles and responsibilities are clear and deeply embedded, allowing the staff team to carry out the day-to-day running extremely confidently. For example, in the manager's absence, the staff know their role in the setting and carry it out to the highest level.
- Children have access to a superb outdoor area which allows staff to provide an extensive variety of interesting and exciting activities. For example, children go on a barefoot walk, stepping on different sensory surfaces such as pebbles, grass, mud and water.
- The highly qualified and well-experienced staff actively challenge stereotypical ideals and all children develop a 'can-do' attitude as they try new things. For example, children use an activity called 'Woodwork Wendy' to enthuse and engage girls to take part in woodwork and use real tools.
- Partnerships with parents are exemplary. A variety of communication methods are used. This ensures parents are fully informed about their child's progress and emotional well-being on a daily basis. Skilful staff ensure that they communicate with families according to their needs. For example, if the communication app is not fully utilised by parents, this is rapidly followed up with another method of contact which meets their needs.
- Children are extremely well prepared for transition both within the setting and when they move on to school. Within the setting, transition is gradual and particularly child-led. Staff have exceptional links with local schools and work closely with teachers to ensure they prepare children with the skills that they will need. They ensure that parents and children are fully informed and know what to expect when they move on to the next stage. For example, staff organise transition meetings with the local authority to inform parents of the procedure when applying for school.

## What the setting needs to do to improve further

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

- strengthen even further the systems already used to include parents in forming a baseline when children start nursery.

### Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching and learning during activities indoors and outdoors, and assessed the impact this has on the children's learning.
- The inspector spoke to parents and children and considered their views.
- The inspector held a number of discussions with the manager and looked at relevant documentation and suitability checks for staff.
- The inspector went on a tour of the setting with the manager.

#### Inspector

Vicky Armstrong

## Inspection findings

### Effectiveness of leadership and management is outstanding

The management team rigorously monitors staff performance and there is a robust system in place to highlight outstanding practice and any areas for improvement. For example, staff video each other during peer observations and outstanding practice is disseminated across the team. Staff's well-being is highly considered and they are strongly supported through regular supervision. Staff are consistently recognised and greatly valued. For example, they are often rewarded for their hard work with an item from the 'gratitude hamper'. As a result, staff work successfully in providing the highest levels of care and learning for children. Safeguarding is effective. The experienced staff have an excellent knowledge of the signs and symptoms of abuse and the procedure to follow if they have a concern about a child. Staff provide an extremely inclusive environment and highly respect and value diversity. Staff and children celebrate an extensive variety of festivals which are particularly relevant to the nursery community. This helps children develop a fascination and awareness of the wider world.

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

Staff consistently engage children in stimulating activities which spark their curiosity and interest. They use these opportunities to extend children's learning to the highest level. For example, children take part in a volcano experiment and staff encourage them to demonstrate mathematical skills and estimate and predict what is going to happen. Children use scientific words, such as 'combust', and show high levels of anticipation as the bottle explodes. Staff are extremely knowledgeable and know children very well. Baby room staff expertly use information from parents to form a baseline upon admission, and this is now being introduced throughout the setting to further strengthen the systems already in place.

### Personal development, behaviour and welfare are outstanding

The key-person system is exceptionally well established throughout the setting. Highly skilful and trained staff cater for children's individual needs exceptionally well. For example, they use a translation tool to relay reassuring phrases to children in their home language as they settle into the setting. Children are extremely happy and confident in the environment. Staff are infectious and enthusiastically engage children in activities. For example, animated members of staff actively carry out music and movement, and children eagerly join in and copy the actions. Mealtimes are successfully used as an excellent opportunity to encourage independence as babies and young children sit together and attempt to feed themselves. Staff also highly promote healthy lifestyles using different strategies. For example, parents are regularly invited in to share healthy breakfasts and join in with their exercise initiatives.

### Outcomes for children are outstanding

Children make rapid progress from their starting points. Any concerns about progress are quickly addressed to ensure the required support is promptly put into place in order to close any gaps in progress. Children are extremely active learners from a young age and engage in activities incredibly confidently. For example, toddlers independently squeeze and taste lemons in the outside water tray.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 309552  |
| <b>Local authority</b>                           | Lancashire  |
| <b>Inspection number</b>                         | 10109618  |
| <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>                             | Full day care   |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 158   |
| <b>Number of children on roll</b>                | 220   |
| <b>Name of registered person</b>                 | Lancaster University  |
| <b>Registered person unique reference number</b> | RP903371  |
| <b>Date of previous inspection</b>               | 29 July 2013  |
| <b>Telephone number</b>                          | 01524 594 464   |

Pre-School Centre registered in 1992. It is situated within purpose-built premises on the university campus in Lancaster and is managed by Lancaster University. The nursery serves the university staff and students and the local community. It employs 37 members of childcare staff, all of whom hold appropriate early years qualifications from level 3 to level 6. The manager and a number of staff hold early years professional status. The nursery opens Monday to Friday from 8.15am until 5.30pm, all year round.

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