

Inspection of St Nicholas Pre-School

Squires Gate Football Club, School Road, Blackpool, Lancashire FY4 5DS

Inspection date: 12 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the time they spend in this warm and welcoming pre-school. They are cared for and safeguarded well, regardless of their learning needs or social backgrounds. A particularly friendly, supportive and open relationship with parents is fostered well. However, the manager recognises that this could be strengthened even further so that children's progress is supported from the very beginning of their placement. Children are motivated to engage in a wealth of meaningful experiences that cover all areas of learning. They choose what they want to play with and are encouraged to explore and use their own ideas to extend their learning. Staff encourage children to solve problems and think critically. For example, children begin to understand about weight as they try and balance items on a weighing scale. They notice that when they gather all the items at one end, the scale is not balanced and work hard to try and make it even. Staff talk to children about what they are doing. They introduce new vocabulary, use descriptive language and ask children questions. Staff welcome the opportunity to improve their knowledge and skills, and the manager is developing further the support afforded to staff.

What does the early years setting do well and what does it need to do better?

- Staff observe children and complete assessments of their progress. They use this information to plan activities that reflect children's individual needs and interests. However, staff do not gather precise information from parents about children's existing skills and abilities when they first start at the pre-school, to inform the curriculum from the outset.
- Support for children with special educational needs and/or disabilities is good. Staff show a strong commitment to working with external agencies. They act on the advice given to them to provide detailed and targeted activities to enhance children's learning. The identification and implementation of these timely interventions successfully enables children to make good progress.
- Children enjoy playing with sand, water, paint and dough. They skilfully make marks as they create pictures using a variety of different writing tools. Staff weave mathematical concepts through children's play as they count how many legs the spider has that they have drawn. Furthermore, as children build towers, they count how many bricks they have used and begin to use language such as 'tall' and 'short'.
- Children show high levels of determination and perseverance. For example, they strive hard to master the skill of cutting. Staff model how to hold scissors and encourage children to make snips in pieces of card. Children are delighted with their achievements, which are celebrated by the kind and nurturing staff in order to build children's self-motivation, self-esteem and confidence.
- Staff promote children's independence well and value all children equally.

Children develop positive attitudes and respond well to the high expectations of staff. Younger children manage their feelings well and their behaviour is very good. They show kindness for their friends and are beginning to learn how to share resources and take turns.

- Staff support children's emerging understanding of the importance of leading a healthy lifestyle. Children play outside regularly and develop their physical skills and confidence as they manoeuvre wheeled toys, negotiating space and obstacles. Children are encouraged to eat healthy snacks and brush their teeth after lunch. They follow good hygiene procedures and understand why it is important to wash their hands.
- Staff attend regular training to support their professional development. As a result, children benefit from improved experiences delivered by well-qualified and experienced staff. Performance management arrangements are in place. However, these are not yet fully embedded or focused enough to enable all staff to reflect and build on their teaching practice.
- The manager and staff team undertake thorough self-evaluation which takes into account the views of parents and children. This enables them to continuously develop their provision and the experiences they offer to children.

Safeguarding

The arrangements for safeguarding are effective.

Effective systems are implemented to promote children's welfare and safety. All staff working with children have completed the necessary checks to confirm their suitability. Staff demonstrate a good understanding of safeguarding issues, including their duty to share information with relevant agencies in the event of a concern being raised. Staff carry out detailed risk assessments of all areas of the pre-school prior to children arriving each day. As a result, children remain safe in their surroundings. Children are closely supervised at all times and staff are deployed effectively across the indoor and outdoor areas. A comprehensive range of policies and procedures helps to inform good practice, including the safe use of mobile phones.

What does the setting need to do to improve?

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

- find out more from parents about what their child already knows and can do when they first join the pre-school
- embed monitoring systems for staff performance to ensure staff can reflect and strengthen the already good quality of teaching and secure the very best outcomes for children.

Setting details

Unique reference number	EY315320
Local authority	Blackpool
Inspection number	10106707
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	15
Name of registered person	Walsh, Christine Anne
Registered person unique reference number	RP512891
Telephone number	07786 905161
Date of previous inspection	6 July 2015

Information about this early years setting

St Nicholas Pre-school registered in 2005 and is owned and managed by a private provider. The pre-school employs six members of childcare staff, all of whom hold early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Cox

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a learning walk and joint evaluation of an activity, to understand how the early years provision and curriculum are organised.
- The inspector held a meeting with the manager. She looked at relevant documentation, including the pre-school's policies and procedures and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

We carried out this inspection 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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