

Inspection of Inskip Pre-School

Unit 2 Nightjar Way, Higham Side Road, Inskip, PRESTON PR4 0TF

Inspection date:

5 November 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children thrive in a calm and welcoming environment. Strong relationships are rapidly formed between the key person and the child. Children seek out staff when they want a cuddle or to share their ideas. Children are well behaved and have a clear understanding of what staff expect from them. For example, when the bell rings, they stop and listen to the clear instructions provided by staff. Daily routines such as mealtimes offer children chances to be independent and foster self-care skills, for example opening packets and pouring drinks. Staff promote children's language development through listening to engaging stories. However, on occasions, staff do not use all available opportunities to extend children's language and vocabulary to a higher level.

Children are confident to explore in the environment and enjoy filling various containers with water from the river. They also enthusiastically join in role-play actions and enact being the field hospital doctor. Children actively engage in the age-appropriate activities set by staff. For instance, they develop their finger muscles by creating remembrance poppies from play dough. Parents say that staff seize every opportunity to promote children's self-esteem and believe they are more than ready to start the next stage of learning. Staff provide children with relevant information to keep themselves safe. For example, they discuss fire safety on Bonfire Night through an engaging story.

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

- Staff set high expectations for children and encourage them to consider the needs and feelings of others. When discussing Remembrance Sunday, staff and children consider the emotions of the soldiers. Activities like this contribute to children developing good friendships with each other and playing well together.
- The pre-school provides a very stimulating and inclusive learning environment for children to play in. The outdoor area, which has been developed since the previous inspection, offers ample opportunities for the children to be physically active. They develop their large muscles as they climb the play frame and use oars to row in the boat. Children also relish having daily access to the woodland area. For example, they explore natural objects and jump in muddy pits.
- Managers routinely set targets to continually drive improvement. They reflect on their practice and use the views of parents, staff and children. They continually seek new ways to develop the setting, for example introducing a peaceful space to improve children's mental health and well-being.
- Managers have a comprehensive knowledge of the early years curriculum. They motivate staff to provide higher quality childcare and education. Consequently, the activities that staff provide are broad and varied. For example, they encourage children to count the number of fireworks in the picture.

- The assessment of children's level of development works well to ensure staff can easily identify gaps in their learning. Staff continually gain knowledge from effective partnerships with a range of professionals. As a result, all children, including those with special educational needs and/or disabilities, make good progress in their development from their starting points.
- There are strong partnerships with parents. Staff regularly share children's development records through their online learning journal. They encourage parents to involve themselves in their children's learning. For instance, staff gain an understanding of what parents wish their child to learn next by sending out termly development sheets. Parent feedback is highly complimentary.
- The manager has regular conversations with staff where they can seek advice and discuss their future training requirements. Systems are in place to regularly share expertise at weekly meetings. However, at times, the manager misses opportunities to raise teaching standards even higher, for example by monitoring staff practice through peer observations to reach a consistently outstanding level.
- Staff provide children with the correct pronunciation of words to support their speaking skills. For example, at circle time, staff repeat back words such as 'thank you' and 'invitation' to promote children's comprehension. However, staff are not consistent in providing opportunities to extend children's language and build their vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The managers ensure that all staff receive effective training relating to safeguarding matters, such as the 'Prevent' duty. Managers and staff have a good understanding of the potential signs that may indicate a child is at risk of harm. They are also aware of how to seek help from relevant agencies should they have any concerns about children's welfare. Staff know how to report any concerns that they may have. Managers understand the requirement to keep accurate records and documentation. They follow effective systems for safer recruitment and staff suitability, which safeguards children's welfare.

What does the setting need to do to improve?

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

- continue to embed peer observations to help raise the quality of teaching and learning to a consistently higher level
- extend children's vocabulary further so they experience the meaning and sounds of new words.

Setting details

Unique reference number	EY447631
Local authority	Lancashire
Inspection number	10109908
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	40
Number of children on roll	23
Name of registered person	Inskip Pre-School Partnership
Registered person unique reference number	RP528622
Telephone number	01772 690294
Date of previous inspection	29 January 2013

Information about this early years setting

Inskip Pre-School registered in 2012 and is situated in Inskip, near Preston. The pre-school employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 3. It opens Monday to Friday, during term time only. Sessions are from 8.30am until 4pm. The pre-school receives funding for three- and four-year-olds.

Information about this inspection

Inspector

Laura Green

Inspection activities

- The inspector toured the pre-school and held discussions with the manager about how they promote children's learning.
- During the inspection, the inspector spoke to a few parents and took account of their views.
- Relevant documentation was checked, including evidence of the suitability of all staff working in the pre-school.
- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector spoke to staff and held a meeting with the nursery management team.

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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