

Inspection of Great Eccleston Pre-School

Scout Association, Hall Lane, Great Eccleston, PRESTON PR3 0XN

Inspection date: 11 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The manager and staff are dedicated and have high expectations of themselves and what children can achieve. They have worked hard since the last inspection to make positive changes to the provision. For example, rigorous systems are now in place so that any gaps in children's progress are promptly identified and supported. Strong partnership working with parents and other professionals provides children with consistent support and helps them to make good progress.

Staff provide children with exciting opportunities that they may not experience at home. They visit the beaches and lifeboat centre and take part in local events such as the Great Ecclestone Agricultural Show. This helps children to feel a part of their community. Staff encourage children to match the different artefacts to the pictures in the book. These experiences capture children's interest and curiosity as they learn about the world around them.

Staff create a welcoming, inclusive and nurturing environment in which children show they feel happy, safe and self-assured. Staff are very good role models and help children to understand expectations of behaviour. Children are respectful to each other and get to know routines. For example, they play cooperatively together and are eager to wash their own dishes and tidy away the toys.

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

- The manager is committed to providing high-quality care and education. She welcomes the views of children, parents and staff and uses this feedback to help evaluate the service provided. For example, the manager has changed the opening times to accommodate the needs of parents.
- The manager has not implemented a highly focused programme of staff training and support to help their knowledge and skills improve consistently to the highest level.
- Staff encourage children to talk about past events and build on what they already know. Children are eager to share their experiences from home, such as going to a bonfire to see the fireworks. They develop good memory and recall skills. However, staff do not use every opportunity to ensure that children's communication and language skills are promoted consistently to the best possible level.
- Parents are kept well informed of the progress children make and say, 'my children have had the best start' at the pre-school. They state that they 'feel very lucky to have found this great place'.
- Children arrive with enthusiasm and are eager to participate in activities. They invite others to join in their play and make up their own games. For example, children ask their friends to choose items to buy from their role-play shop.

- Staff provide children with a variety of age-appropriate experiences to support their mathematical development. For example, they encourage children to find matching gloves. Children use simple subtraction as they count and work out how many steps they need to move in the game
- Staff help children to learn about other people and communities that are different from their own. For example, children dress up and make puran poli after listening to a story about Diwali.
- Children learn to make healthy choices and talk about the porridge and healthy cereal they had for breakfast. They enjoy plenty of physical play, such as moving to music and manipulating the dough in their hands. Children form recognisable shapes as they practise their early writing skills using chalks on the board. Children develop the key skills they need for school and future learning.
- Children are invited to bring favourite items from home for their 'key children boxes'. They provide prompt cards with ideas for parents to continue children's learning at home. For example, they ask children to make up a story about their special objects. This helps promote children's confidence and self-esteem.
- Staff change the environment daily to meet the needs and interests of each individual child attending. They provide a variety of high-quality resources that stimulate children's curiosity and imagination. For instance, children use cutters to make different patterns, sprinkle flour on the small-world toy and stamp it into the dough.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular safeguarding training and have a robust understanding of their responsibilities to keep children safe and secure. They are confident in how to promptly identify and deal with any concerns about a child's safety or welfare. Staff have a robust knowledge of wider safeguarding issues, including the 'Prevent' duty guidance. They help children to learn how to keep themselves safe. For example, children know to wash the vegetables so that they are safe to eat. They chop carrots and potatoes with care and safely negotiate around others as they ride the bicycles.

What does the setting need to do to improve?

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

- build on the programme of staff training and support so that their knowledge and skills are constantly improving to the highest level
- provide more opportunities to enhance children's communication and language skills even further.

Setting details

Unique reference number	EY447434
Local authority	Lancashire
Inspection number	10105379
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	30
Number of children on roll	8
Name of registered person	Great Ecclestone Pre-School LLP
Registered person unique reference number	RP910234
Telephone number	07549456344
Date of previous inspection	24 April 2019

Information about this early years setting

Great Ecclestone Pre-School registered in 2012. The pre-school employs three members of childcare staff. All hold appropriate early years qualifications to at least level 2, including one with early years professional status and one with a qualification at level 3. The pre-school opens from Monday to Thursday, during term time only. Sessions are from 8.15am until 3.45pm on Mondays and Thursdays and 8.45am until 3.15pm on Tuesdays and Wednesdays. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Cath Palser

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- She spoke with staff and children during the inspection.
- A tour of the setting and joint observation were completed with the manager to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- Discussions took place with a number of parents during the inspection and the inspector 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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