

Inspection of Mayfield Pre-School

Mayfield County Primary, St. Leonards Road East, Lytham St. Annes, Lancashire
FY8 2HQ

Inspection date: 21 April 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are articulate and communicate extremely well. They learn new vocabulary through sharply focused interactions planned by staff. Children develop a love of reading through staff's inspiring and engaging storytelling. Children are excited in anticipation of another story. As a result of a highly personalised curriculum, children learn a wide variety of skills, including problem-solving. For example, children use magnets, working together to master mathematical skills. Staff offer an abundance of praise and encourage children skilfully. Because of this, children build their self-esteem and self-confidence to very high levels. Children have a can-do attitude and show extremely high levels of concentration. For example, during group activities, all children are engaged and listen intently with focus. Consequently, all children make excellent progress, including those with special educational needs and/or disabilities (SEND) and those in receipt of additional funding.

Children thrive at this exceptional pre-school. Their learning needs and well-being are at the centre of everything the staff do. Children are confident, talkative and clearly love attending the pre-school. Staff recognise that some children have needed more support with their emotional well-being during the COVID-19 pandemic. As a result, they hold skilful conversations in the feelings den and during story times. Staff develop excellent opportunities for children to talk about their feelings and emotions and build their emotional resilience. Children identify their mood on the feelings chart to communicate how they feel each day. Children know how to help themselves if they are feeling sad or worried. They learn ways to deal with their feelings, including 'stretching them off' during yoga or 'having a hug' with the feeling bears.

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

- The highly skilled, well-qualified and experienced staff work together exceptionally well as a team. They are confident, dedicated and passionate about their work. Staff are meticulous in the way they plan and implement the curriculum. For example, they skilfully observe children and use this to continually build on what children know and can do. Staff see every opportunity as a learning experience. When toddlers go on a bug hunt, staff encourage them to use their emerging literacy skills and find the same bug as that in a book. This interest is further explored when children discover mathematical concepts, for example as their woodworm burrows 'under' and 'over' the wood. This results in children being highly engaged in what they are doing.
- Children with SEND receive excellent support. The manager, who is also the special educational needs and disabilities coordinator (SENDCo), quickly identifies gaps in children's learning and implements strategies swiftly to support

individual needs. She accesses external services, such as speech and language support and other health professionals, to initiate targeted support. The SENDCo liaises with parents about children's individual learning plans, and parents provide useful information from specialists to support curriculum planning. This helps to narrow any gaps in children's development and provides an extremely consistent approach to support children's learning.

- Children benefit from excellent opportunities to explore nature and access fresh air and exercise daily. Children's learning flows seamlessly between indoors and outdoors. They develop balance and coordination as they climb on outdoor equipment. Children exercise their smaller muscles as they enjoy 'dough disco'. This helps to strengthen fingers in readiness for early writing. Children access the on-site school field and hall for physical education and expressive dance classes. They visit the beach to explore the sand and look for shells and pebbles to use for creative art. Staff support children's physical development extremely well.
- Staff help children to understand and appreciate the world beyond their immediate family and community. They promote inclusion and avoid gender stereotyping when planning activities. For example, staff learn about children's cultures from their parents when children start. This is reflected in pre-school life. Children learn about cultures which are different to their own and about international children, for example when parents visit with traditional clothes and explain new languages.
- Staff all work tirelessly in their roles, including any additional responsibilities they take on. Their focus is to always do whatever is best for each child and their family and to ensure that children receive the very best support at the earliest opportunity. This considerably increases the rate of progress children make. Parents value the close bonds their children have with staff. Parents share information and photos of many aspects of children's home lives. Staff use the photos and information to support children, for example linking up with parents who live overseas. This enables staff to support all families swiftly and uniquely.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are highly prioritised throughout the pre-school. Staff ensure that the environment is free from risk, safe and secure. Children learn about road safety and how to follow instructions to keep themselves safe on walks in the local area. There is a strong culture of safeguarding in the pre-school. Regular safeguarding training and ongoing reflection at staff meetings ensure that staff's knowledge and understanding are up to date. Staff are confident in identifying signs that may indicate a child is at risk of harm and they know who to speak to for advice. The manager implements robust and comprehensive recruitment procedures. These include stringent background checks and a thorough induction process to ensure that children are cared for by suitable adults.

Setting details

Unique reference number	EY281724
Local authority	Lancashire
Inspection number	10109881
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	31
Name of registered person	Crowther, Bonita Julie
Registered person unique reference number	RP512378
Telephone number	01253 789 111
Date of previous inspection	6 January 2015

Information about this early years setting

Mayfield Pre-School registered in 2004. The pre-school employs four members of childcare staff. Of these, three hold a qualification at level 3 and one holds a qualification at level 4. The pre-school opens Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and 12.30pm to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager accompanied the inspector on a learning walk of the setting. She discussed the curriculum they provide and how this is arranged with the inspector.
- The inspector completed a joint observation with the manager, and they discussed the impact of teaching on children's learning.
- A number of parents spoke to the inspector and their views were taken into account.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of staff working at the setting.
- The inspector held discussions with staff and children at appropriate times throughout the inspection.

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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