

Inspection of St James The Less Pre-School

The Old School Room, Burnley Road, Rossendale, Lancashire BB4 8HH

Inspection date: 8 June 2022

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 enter the pre-school with enthusiasm and excitement. They settle quickly and feel secure in the warm, friendly environment. Staff know children very well and plan activities for them which link to their interests and next steps in learning. Children show a positive attitude to their learning. They are confident to explore the environment. For example, they examine with interest the shells, fish and boats they find in the sand. Outside, they explore the planting areas, using binoculars and magnifying glasses to look for minibeasts.

Children show high levels of independence, both in learning and self-care skills, such as pouring their own drink, washing their hands and using the toilet. Children enjoy leading their play. They make their own decisions when setting up 'a show'. Staff are skilful at knowing when to intervene and when to step back and allow children to resolve any disagreements. This helps children to reflect on why it is important to take turns and share the instruments. Children confidently sing their favourite nursery rhymes, while the other children listen attentively. Children develop good communication skills. They benefit from enthusiastic staff who play alongside them, speaking clearly and adding new words to their vocabulary, such as 'propeller' and 'globe'.

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

- The manager and staff have a good knowledge of how children learn. They assess children's progress regularly, identify any gaps in learning and plan what they want the children to learn next. The curriculum reflects this and takes account of children's current interests. As a result, children make good progress.
- Staff promote children's language skills effectively. Children listen intently when staff read stories to them. They enthusiastically demonstrate their knowledge of sea creatures and make comparisons between the shell of a crab and the shell of a turtle. However, quieter children need more encouragement to contribute during group activities.
- Numeracy skills are well supported. For example, resources have been added to most activities to encourage children's mathematical development. Staff provide regular opportunities for children to count during activities. They discuss the price of fruit in the shop and count cups in the home corner. However, there are less opportunities available for children to practise and develop their early writing skills.
- Children behave very well. They demonstrate an understanding of staff's expectations for their behaviour and follow instructions with ease. For example, they know that when staff ring a bell, they need to tidy up. Consequently, children are developing a strong sense of responsibility.
- Children with special educational needs and/or disabilities are well supported

and have one-to-one support. Staff have good working relationships with professionals involved with the children. Staff follow the children's targeted learning plan and ensure that the children are involved in activities that provide challenge and capture their interest.

- There is a strong team spirit at the pre-school. The manager provides individual supervision meetings for staff to discuss their work and the children they care for. Staff have access to ongoing professional development through an online training provider. This helps to support their practice and children's learning needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff and the manager attend regular training to keep their knowledge of safeguarding issues up to date. Staff have a good knowledge of child protection procedures, such as the action to take if a child displays symptoms of physical abuse or neglect. They know the signs and indicators of abuse and who to report concerns to, including signs of extreme and radical behaviour. Staff use risk assessment effectively to keep children safe. Children are well supervised at all times.

What does the setting need to do to improve?

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

- provide consistent opportunities for children who have less confidence to share their ideas and thoughts
- support staff to maximise opportunities for children to develop early writing skills during everyday activities.

Setting details

Unique reference number	EY292081
Local authority	Lancashire
Inspection number	10233320
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	12
Name of registered person	St James the Less Pre-School Committee
Registered person unique reference number	RP524845
Telephone number	07749174504
Date of previous inspection	18 November 2016

Information about this early years setting

St James the Less Pre-School registered in 2004. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 to level 6. One member of staff has qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachelle Pole

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the quality of the education provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector spoke with the manager throughout the inspection to keep her updated as the inspection progressed.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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