

# Inspection of Inskip Pre-school

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

---

Inspection date: 19 January 2023

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and keen to start their day at this very welcoming nursery. They are warmly greeted by enthusiastic staff. Children confidently head off to explore the safe, spacious and well-resourced environment. They lead their own play and broaden their imagination, inspired by a wide range of interesting objects. Children delight in what they achieve. Staff know well the unique needs and character of each child. They closely monitor the children's progress and carefully plan ambitious next steps. All children thrive whatever their starting point. They are prepared well for their future learning.

Children's communication skills are a top priority. Staff speak clearly and interactions are of a high quality. Staff engage children in rich conversations as they play. They also read stories with much expression, using their voice to reflect the personalities of the characters. This helps captivate the children and promote a love of books. There are also weekly Spanish sessions to help further an interest in language. Staff model expectations of behaviour. Children take turns and offer support to their peers. For example, children help each other to dress ready for outdoor play. Children's self-esteem is promoted by regular praise and emotional support.

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

- The manager is highly motivated and ambitious. She works closely with her dedicated team. Procedures for settling children in, transitions to their next stage in learning and ongoing assessment are highly effective. Staff have a clear understanding of the learning needs of each child at the nursery.
- Mathematical development is a strength. Staff pick up on teaching opportunities to help further children's understanding of early concepts. For example, when using their imagination to search for pirate treasure, children are encouraged to count in ones and twos. They also add one more and match the number of coins they find to the written number.
- The nursery follows The Curiosity Approach ethos. Children become engrossed and persevere with their chosen activities. For example, children sit safely using scissors to cut through a range of various papers. They find more materials to cut, including card, feathers, foam and felt shapes. This allows them to build on what they already know and can do.
- Staff are aware of the importance of communication for children's further development. They support a love of books and model language well. However, staff do not always give children enough time and space to respond after asking them questions. Therefore, children do not always develop their critical thinking to the highest level.
- Staff and families have developed strong partnerships. This impacts hugely on

all children, especially those with special educational needs and/or disabilities. Parents explain how they would not hesitate in recommending the nursery. They find all staff very approachable and find online updates extremely informative. Regular 'stay and play' sessions are popular with parents.

- Children's behaviour is extremely good. They know what is expected of them and play well together. Children are reminded to say 'please' and 'thank you'. They are confident and independent. Children pour drinks, put on coats and wash their own hands. This supports children to develop their independence.
- Children's physical development and health are well supported. Children enjoy running outdoors, riding bikes and practising yoga. However, staff do not make best use of the grassed outdoor space to extend children's learning further. Therefore, children's well-being, understanding of nature and creative imagination are not always supported to their full potential. Children eat a healthy diet, with allergy and medical needs being met well.
- Staff speak to children about their emotions. For example, when reading 'Little Red Riding Hood' children talk of animals they are scared of. Staff extend this by asking who the children would turn to for help. Staff support children's emotional well-being further within the daily routine. For example, opera music at lunchtime provides a calming atmosphere.
- Staff report how they feel their well-being is high on the agenda at the nursery. As well as their recent appraisals to discuss their professional development, they feel continually listened to and valued by the manager.

## Safeguarding

The arrangements for safeguarding are effective.

The nursery has a strong focus on safeguarding children and their families. All staff, starting with a detailed induction, access safeguarding training. The team are all aware of the signs and symptoms of abuse and know how to report any concerns. 'Prevent' duty is understood and a lockdown procedure in place. The nursery is secure. There are strict procedures for entry. The manager carries out risk assessments of the indoor and outdoor environment at the start of each day. This helps keep children safe from harm when at play.

## What does the setting need to do to improve?

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

- continue with ambitious plans to enhance the outdoor environment to further extend children's learning to the highest level
- support staff to give children time and space to respond after asking them questions, to help children develop their critical thinking skills to the highest level.

## Setting details

<b>Unique reference number</b>	2601899
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10262821
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	The New Little Village Nursery Limited
<b>Registered person unique reference number</b>	RP527755
<b>Telephone number</b>	01772 690294
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Inskip Pre-school registered in 2020 and is located in Inskip, Preston. The setting employs six members of childcare staff. Of these, one holds a relevant level 4 qualification, and four staff hold a relevant level 3 qualification. One is an apprentice. The setting is open Monday to Friday, all year round, though it does offer term-time places. Sessions are from 8am to 5.30pm.

## Information about this inspection

### Inspector

Alice Apel

## Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out joint observations of activities with the manager.
- The inspector spoke to parents at appropriate times during the day.
- The inspector spoke with staff and children.
- The inspector assessed the impact of teaching on children's learning.
- The inspector reviewed relevant documentation, including suitability checks and first-aid certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023