

Inspection of University Of Central Lancashire Pre-School Centre

University of Central Lancashire, PRESTON PR1 2HE

Inspection date:

10 March 2023

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

An incredibly warm welcome awaits children as they arrive at this vibrant and friendly nursery. Children have extremely close bonds with staff and happily wave their parents goodbye. Children are very confident in their interactions with staff, and they quickly become highly engaged in play. This demonstrates how safe and secure they feel. Children are highly motivated to explore the supremely well-organised and enchanting environment. They are eager to learn and are fully aware of the routines and boundaries staff implement. Children of all ages thrive.

Staff have high expectations and are marvellous role models. Children are polite and use exemplary manners. For example, very young children say 'thank you' when handed their bottles. Children play wonderfully together and are very respectful towards each other. Older children listen to their friend's ideas as they look at recipe books together. They excitedly plan what they would like to bake for a tea party. Staff provide lots of purposeful opportunities for children to develop a sense of responsibility. For example, children serve their own lunches and clear their own dishes. They learn about sustainability and caring for the environment as they help staff sort waste for recycling.

Older children are wonderfully independent. They competently put on their wellington boots and fasten their own waterproofs to play outside. Younger children sustain concentration for great lengths of time. For example, they take great pleasure in repeatedly making their small vehicles dirty with mud. They squeal with excitement as they use sponges and brushes to clean them in soapy water. Staff skilfully support physical development and inspire children to learn about different sports. For instance, children regularly visit the university sports centre to watch adults play basketball and practise gymnastics.

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

- Leaders of this nursery are inspirational. Their substantial knowledge of child development is evident in each aspect of this remarkable provision. They strive to do their best. They carefully manage staff workload and implement highly effective systems for staff supervision. The considerable thought and attention paid to every detail ensures that children of all ages flourish.
- Happiness radiates from the dedicated and highly skilled staff team. They are passionate about their roles and attend regular training to further expand their extensive knowledge and skills. Staff have a tremendously comprehensive understanding of all stages of learning and development. This helps to ensure that all children are exceptionally well prepared for the next phase of their education.
- Additional funding is used incredibly well. Staff are highly competent in their use

of accurate assessment processes. Gaps in learning are identified early and swiftly addressed. Staff work closely with other professionals to provide highly effective support for children with special educational needs and/or disabilities. This inclusive approach helps to ensure that all children make outstanding progress.

- Children demonstrate exceedingly high levels of engagement as they explore the enticing resources and activities provided by staff. Carefully considered teaching and learning opportunities are precisely aligned with what children know and can do. Staff utilise the resources available to them within the university community brilliantly. This brings the aspirational curriculum that leaders have created to life. For example, children learn about the wider world as they explore a real ambulance in the medical centre.
- Books are available in abundance for children to explore. Children are entranced as they listen to staff share their chosen stories. Staff provide opportunities for children to meet authors and illustrators in person when they visit the university book shop. This promotes an authentic and genuine love of reading.
- Staff prioritise the development of communication and language skills in everything they do. Children enthusiastically sing along to familiar rhymes throughout the day. Staff introduce new vocabulary and model conversation skills extremely well. Children are exposed to an extensive range of new words. This helps them to articulate clearly in sentences and to speak fluently.
- Mathematical development is supported wonderfully through everyday routines. Staff expertly model counting skills and emphasise positional language as they play alongside children. Younger children are fascinated as they fill containers with glittery sand, exploring capacity. Older children practise their counting skills purposefully as they set the tables for lunch.
- Parents cannot speak highly enough of this nursery. They say that staff are amazing and the provision is fantastic. Parents have an excellent awareness of what their children are doing during their time at the nursery. They effusively praise the information that staff share with them. Parents say that their children adore the story jars they borrow from the lending library. This helps them to support learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept extremely safe at this nursery. Leaders ensure that all learning environments are exceptionally well maintained. All staff attend safeguarding training and have an excellent understanding of how to recognise that a child may be at risk of harm. They confidently know what action they need to take should they have any concerns. Leaders follow incredibly thorough recruitment and vetting protocols to ensure that all staff are suitable to work with children. Children learn to keep themselves and others safe, as staff provide plentiful opportunities for them to explore how to manage risks appropriately. For example, children ask for help to jump off the towers they have built with crates outdoors.

Setting details

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| Unique reference number | EY424614 |
| Local authority | Lancashire |
| Inspection number | 10265189 |
| 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 | 0 to 4 |
| Total number of places | 90 |
| Number of children on roll | 37 |
| Name of registered person | University Of Central Lancashire |
| Registered person unique reference number | RP518538 |
| Telephone number | 01772892597 |
| Date of previous inspection | 26 May 2017 |

Information about this early years setting

University of Central Lancashire Pre-School Centre registered in 2011 and is situated in Preston, Lancashire. The pre-school employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3, including two staff members who hold a qualification at level 6. In addition, three hold a qualification at level 5 and two hold a qualification at level 4. The pre-school opens from Monday to Friday, during term time, and offers occasional sessions during school holidays. Sessions are from 8.30am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Donna Thorpe

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 their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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