

Inspection of Coppull St. John's Pre-school

St. John's CE Primary School, Preston Road. Coppull, Chorley, Lancashire PR7 5DU

Inspection date: 9 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children thrive in this warm and inviting pre-school. They happily greet their friends and quickly settle to their play and learning. Children enthusiastically explore the inspiring array of learning experiences offered to them. The environment has been carefully designed to create calm, purposeful learning spaces where children become engrossed in their play. Staff talk with children about what they are doing and challenge their thinking. Children make good progress in their learning. Staff tell children how proud they are of their efforts and achievements. This builds their confidence and self-esteem. Children feel safe and secure because staff know them well and respond to their needs.

Children respond positively to the high expectations of staff. They get on well together and show care and consideration for their friends. Children talk about being respectful of the needs of others. The older children are patient and kind towards the younger ones. They are learning to resolve difficulties for themselves and understand when their actions may have an impact on the feelings of others. Children are confident and independent. For example, they put out lunch boxes and chairs for themselves at lunchtime. When eating, staff sit together with children and enjoy a relaxed discussion about the day.

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

- Staff understand how children learn. They carefully consider the learning needs of all children. Children show curiosity and a real zest for knowledge as they engage with this thoughtfully planned environment. As a result, all children are building on what they know and can do.
- Staff make every interaction count as they show genuine interest in children's experiences and ideas. They skilfully add in new vocabulary and support children to use their language skills as they play. For example, during a game of dominoes, children used the word 'subitise' to describe 'counting with your eyes'. Children are developing good communication skills.
- Children enjoy sharing books in a cosy book area. Staff seamlessly link books to play activities. For example, when children are making worms out of play dough, staff bring in the book 'Superworm' and talk about the character. Children can identify the rhymes in books. They join in with refrains and predict what will happen next. This love of books helps to develop their vocabulary and language skills.
- Staff use daily routines to encourage children's confidence and independence. Children enjoy playing with empty soap dispensers in the water and develop the skills to pump out soap for themselves. Staff find creative ways to encourage children to talk about emotions. This helps children manage their feelings and understand how others are feeling.

- Parents and carers say that they feel lucky that their children attend the pre-school. They report that 'it is more like a family than a nursery'. They value the care and attention shown by staff. Parents say that they are well informed about their children's progress. Staff show an interest in children's experiences at home and build on these in pre-school. This helps to extend children's learning.
- Staff follow children's interests effectively to maximise learning. They take children's ideas forward and revisit themes. For example, after learning about colour mixing, children roll balls through paint. They watch the colours change as the pathways of the balls cross. In this way, children build on their previous learning. This helps them to know more and remember more.
- Children are learning about what makes them unique and different from their friends in pre-school. For example, they are learning that there are some things we are good at and some we are still practising. Staff have shared some ideas about other cultures with children. However, children have little opportunity to learn about communities beyond their own. This does not promote their understanding of the diverse nature of life in modern Britain.
- Leaders are experienced and well qualified. They are passionate about creating a warm and nurturing learning environment where children flourish. Leaders are always striving for improvement and have effectively prioritised developments within a new building and outdoor space. This means that children are supported to continue to feel secure in their environment.
- Staff and leaders swiftly identify children who may need additional support to reach their learning potential. They engage effectively with parents and other professionals to ensure that children's learning needs are met. This means that all children, including children with special educational needs and/or disabilities, make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to recognise, record and report any concerns that they may have about a child's well-being. Leaders ensure that the safeguarding knowledge of all staff is current. They use staff meetings to disseminate messages about a range of safeguarding topics. Staff understand the processes to follow if an accusation is made against a member of staff. Leaders follow safe recruitment and selection processes to ensure that staff are suitable to care for children. Children understand the importance of good personal hygiene. During forest school activities, children learn about keeping themselves safe. They think about the potential risks while in public spaces and when crossing the roads.

What does the setting need to do to improve?

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

- develop further the range of ways in which children are supported to develop an understanding of communities beyond their own.

Setting details

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| Unique reference number | 309468 |
| Local authority | Lancashire |
| Inspection number | 10279754 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 25 |
| Number of children on roll | 43 |
| Name of registered person | Ryder, Susan |
| Registered person unique reference number | RP512229 |
| Telephone number | 01257 793 844 |
| Date of previous inspection | 7 September 2017 |

Information about this early years setting

Coppull St. John's Pre-School registered in 1993. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs five members of staff. Of these, two have early years teacher status, one has an appropriate qualification at level 3 and one has a qualification at level 2. The pre-school shares a building with Coppull St. Johns Primary School, and staff work closely with the school.

Information about this inspection

Inspector

Dawn France

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 pre-school.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents and grandparents shared their views on the setting with the inspector.
- The inspector carried out joint observations of activities with the manager and deputy manager.

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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