

Inspection of Stanhill Pre-School Before & After School Care

All Saints Church, Aspen Lane, Oswaldtwistle, ACCRINGTON, Lancashire BB5 4QA

Inspection date: 17 May 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 are happy, safe and secure. They are greeted warmly on arrival by the kind, caring and nurturing staff team. Children establish trusting bonds with staff, who are patient and gentle in their approach. This effectively supports children's emotional well-being and helps children to grow in confidence as they explore their surroundings.

Children benefit from a unique and interesting curriculum. Dedicated staff have high expectations and devise and implement activities, which support children to 'grow, explore and discover'. There is a particular focus on developing a love of the outdoors. As such, children spend lots of time outside learning about the natural world around them. Children are extremely engaged and motivated to learn. They independently select what they would like to do and demonstrate good concentration and perseverance in their chosen tasks. For example, children enjoy making a daisy chain. They continue to try hard in this initially challenging task and are praised by staff when they achieve what they set out to do. This nurtures children's self-esteem well.

Opportunities for children to develop their independence skills are plentiful. Children butter their own toast at snack time and put on their own coats for outdoor play. They show an impressive awareness of routine and what is expected of them.

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

- The provider/manager is totally committed in her approach to ensuring that children receive the highest quality care and education. Her vision is echoed by the passionate staff team and as a result, children benefit from a good introduction to their learning. They develop essential skills needed in readiness for school and make steady progress. This includes those children with special educational needs and/or disabilities.
- Staff understand how to sequence learning. They skilfully differentiate activities to ensure that children's individual needs are met well. For example, young children explore dough to develop the muscles in their hands in readiness for writing. Older children use number cutters and develop their skills in counting and number recognition.
- Staff manage children's behaviour well overall. They intervene appropriately to ensure that children play safely. While staff are consistent in their approach, they do not always provide children with a clear explanation of why some behaviours are unwanted. For example, they tell children to 'get down,' rather than elaborating to further children's understanding. This means that children do not always develop a strong awareness of the consequences of their behaviours.

- Staff gather pertinent information about children's likes, dislikes and routines when they first start at the pre-school. This information is used to help children to settle quickly. However, staff do not obtain enough detailed information from parents about their child's stage of development and what they can already do, to support the planning process even further. Staff regularly observe and assess children's learning and carefully monitor their progress. They share this information with parents via an online application and daily discussions.
- Staff support children's emerging communication and language skills well. They are mindful of the needs of non-verbal children and use picture cards to aid their understanding. Staff ensure that they engage in face-to-face interactions and continuously model language and extend vocabulary. For example, children find a dandelion in the garden. Staff introduce this new word, and children excitedly share what they have found with their friends. Furthermore, staff take time to sensitively correct mistakes in children's language. For example, as children say 'nana', staff repeat the correct pronunciation of 'banana'.
- Children are learning the importance of leading a healthy lifestyle. They enjoy fresh fruit daily and talk about the importance of good oral hygiene. Children engage in energetic, outdoor physical play regardless of the weather. Furthermore, they grow produce such as peppers, potatoes and strawberries, and harvest these for snack. This additionally supports children's understanding of where food comes from, growth and how to care for living things.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their role and responsibility in protecting children from harm. Effective procedures to safeguard children are implemented and staff confidently describe the action they would take should they have concerns about a child's welfare. Regular training, continuous professional dialogues and safeguarding quizzes help to ensure up to date knowledge and understanding. Staff are fully aware of the pre-school's whistle-blowing procedure and know how to report and escalate any concerns regarding a colleague's practice or conduct. Staff deploy themselves effectively and supervise children well. Detailed risk assessments are conducted to enable children to play in a safe and secure environment.

What does the setting need to do to improve?

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

- gather even more detailed information from parents about what their children know and can do at the start of their placement
- help staff to further develop their skills, so that they consistently provide children with explanations about unwanted behaviour and the consequences of their actions.

Setting details

Unique reference number	EY368187
Local authority	Lancashire
Inspection number	10264447
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 9
Total number of places	40
Number of children on roll	26
Name of registered person	Reid, Jean Mary
Registered person unique reference number	RP511358
Telephone number	07962016378
Date of previous inspection	15 June 2017

Information about this early years setting

Stanhill Pre-School Before & After School Care registered in 2008 and is managed by a private provider. There are currently three staff working directly with the children. Of these, all hold appropriate early years qualifications. The pre-school opens from Monday to Friday, during term time only. Sessions are from 7.30am until 3.20pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Cox

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 setting.
- The provider/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 talked to staff at appropriate times during the inspection and took account of their views.
- 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 provider/manager and inspector completed a joint observation of an activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at 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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