

# Inspection of Eaves Green Pre-School Childcare Centre

Eaves Green Community Centre, Lower Burgh Way, Eaves Green, Chorley PR7 3QG

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Inspection date: 4 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 thrive in this warm and welcoming pre-school. Staff greet families with enthusiasm. They know children well and use the extensive information gathered from parents to help children settle quickly in preparation for learning. Children are confident learners and immerse themselves in the vibrant learning environment and opportunities provided. For example, they enjoy discussing the texture of leaves and relate this to previous discussions about autumn. Staff provide a range of sensory opportunities. Children excitedly smell the dough and remark that the 'minty' scent reminds them of their toothpaste. Staff have a good understanding of how children learn and develop. They carefully sequence children's learning to help to ensure that all children make good progress over time.

Children relish any opportunity to be independent. Staff encourage them to have a go when they find things, such as fastening their coats, difficult. Children are praised for their perseverance and develop a wonderful 'can-do' attitude to learning. Staff have high expectations of what children can achieve. Furthermore, they skilfully teach children about the consequences of their actions and help them to understand the impact their behaviour has on others. Children understand the importance of forming friendships. They share and take turns with each other as they play. All children behave well.

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

- Staff recognise the importance of developing a curriculum that is responsive to the needs of all children who attend the setting. They monitor children's learning and carefully plan their next steps. On the whole, staff build effectively on children's current knowledge and understanding. That said, occasionally, some staff do not ask thought-provoking questions that encourage children to share what they already know and understand. This means that, on occasion, children's learning is not extended as precisely as possible.
- Staff are swift to identify any gaps in children's learning and development. The setting's special educational needs coordinator (SENCo) is experienced in her role and understands how to fully support children. The SENCo works closely, when required, with each child's key person and their family. This helps to ensure that targeted support is effective in meeting children's individual needs.
- Staff prioritised developing children's communication skills as a result of the pandemic. Children have a large repertoire of songs they sing and eagerly discuss their favourite stories. Staff talk with children as they play. They discuss what they see them doing and introduce new words to help to extend their developing vocabularies. Children are extremely confident communicators. For example, they delight in discussing their recent holidays, remembering and recalling experiences, such as riding 'Dennis' the camel.

- Children enjoy plentiful opportunities to develop their large physical skills in the fresh air. They confidently run, climb and balance on apparatus outdoors. Children notice the changes that exercise has on their bodies. Staff teach children the benefits of leading a healthy lifestyle. Children understand that healthy food choices give them more energy for their play. They understand that they must wash their hands before eating in order to 'wash away the germs'. Opportunities such as these effectively help to promote healthy habits.
- Partnerships with parents are strong. Parents describe the setting as a 'home-from-home'. They say children are happy and thoroughly enjoy the time they spend at the pre-school. Parents say staff go 'above and beyond' to meet the individual needs of their children. They are regularly updated on their child's learning and value the advice, ideas and support they receive from staff. This helps parents to contribute further to their child's learning at home.
- The staff team works very closely together. Staff feel incredibly well supported by the managers and are happy in their role. Managers provide regular opportunities for staff supervision. They observe staff as they work and make suggestions as to how they can improve even further. Staff prioritise their professional development. Additional training is precisely identified for each member of staff. Staff regularly share their good practice with each other.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe from harm. They regularly attend safeguarding training to help keep their knowledge up to date. Staff can identify signs which may suggest a child is at risk of harm. They know how to refer any concerns they may have to the relevant authorities. Staff undertake regular risk assessment checks. Furthermore, they teach children to identify and manage appropriate risks. For example, children know not to play beyond the cones in the garden area and to wait to be counted in and out of the building.

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

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

- consistently support children to demonstrate their thinking and understanding, so that staff may build even more precisely on what children already know.

## Setting details

<b>Unique reference number</b>	309573
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10301453
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Deborah Swarbrick and Jacqueline Goulding Partnership
<b>Registered person unique reference number</b>	RP521908
<b>Telephone number</b>	01257 241 440
<b>Date of previous inspection</b>	18 January 2018

## Information about this early years setting

Eaves Green Pre-School Childcare Centre registered in 1994. The setting operates term time only, Monday and Tuesday from 8.30am to 1pm and on Wednesday from 8.30am to 3pm. There are six members of staff. Of these, one holds an appropriate childcare qualification at level 6 and five at level 3. The setting receives funding for the provision of early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Farrington

## 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 manager and has taken that into account in their evaluation of the pre-school.
- The inspector spoke to staff at appropriate times throughout the inspection.
- Children spoke to the inspector about what they enjoy doing while at the pre-school.
- The inspector spoke to the special educational needs coordinator about arrangements for children with special educational needs and/or disabilities.
- The inspector carried out a joint observation with a manager.
- The inspector and managers carried out a learning walk together, and talked about the curriculum and what the managers wants children to learn.
- The inspector spoke to parents about their views on the pre-school.
- The inspector viewed a range of appropriate documentation.

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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