

Inspection of Layton Pre-School

Salem Layton Methodist Church, Westcliffe Drive, Layton FY3 7DZ

Inspection date: 24 January 2024

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 and enjoy attending this friendly and welcoming pre-school. Staff are kind, caring and nurturing and greet each child with a smile. This helps children to settle quickly and supports their emotional well-being. Children develop warm and trusting relationships with their key person, who knows them very well. Staff provide an engaging environment. Activities reflect children's individual needs and presumed interests. For example, children engage in activities centred around the book of the week and learn about the seasons. Children happily explore the environment and independently choose what they would like to do.

The manager recognises the continuing impact that the COVID-19 pandemic has had on children's personal, social and emotional development and their communication and language skills. Consequently, supporting children in these areas is a focus of the pre-school. Carefully considered activities help children to recognise and respond appropriately to their feelings and emotions. Children are resilient and through the staff's careful teaching, they are growing in confidence.

Staff support children to behave well. Gentle and consistent reminders, such as 'kind hands, good sitting' and 'listening ears,' help children to understand what is expected of them. Staff are good role models for children. They encourage sharing and turn taking and praise children for their kind and thoughtful actions as they play alongside one another.

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

- Overall, children are provided with a broad and balanced curriculum, which builds on what they already know and can do. However, some less experienced staff do not always understand what leaders intend them to teach to children. Occasionally, activities are not matched to children's level of development and are sometimes too challenging.
- The curriculum for communication and language is a real strength in the pre-school. Staff use songs, rhymes and regular conversations to continually build on children's vocabulary. They introduce new words, use repetition and narrate as children play. This helps children to become confident and skilful talkers, including children who speak English as an additional language.
- Children demonstrate impressive physical skills. They skilfully use equipment with remarkable balance and coordination. Children patiently wait for their turn, understanding that they cannot begin to transition across apparatus until their friend before them has finished. Children are learning about risk and how to keep themselves safe.
- Support for children with special educational needs and/or disabilities (SEND) is strong. The manager, who undertakes the role of special educational needs

coordinator, is extremely knowledgeable in this area. A dedicated nurture space provides quieter opportunities for children to participate in learning activities. Robust partnerships with other professionals help to swiftly secure any additional support that children may need. As a result, all children including those with SEND, make good progress in their learning.

- Children's mathematical development is supported well. There are plentiful opportunities for children to count and use mathematical language. For example, during circle time children calculate how many children are here today. They use rulers to measure their feet and debate with their friends who has the biggest or smallest feet. This helps children to develop essential knowledge needed for their future learning.
- Staff support children well to develop their independence and self-care skills. They give children time to try to do things for themselves, such as supporting them to dress for outdoor play. Children learn how to put their coat on and persevere in this challenging task. They concentrate intently as they try to fasten zips and buttons. The sensitive interactions from staff encourage children to develop a positive 'can-do' attitude.
- Staff feel well supported in their roles. They benefit from continuous professional dialogues, where ideas to strengthen their practice are shared. Equally, staff are praised for their hard work and commitment. They engage in purposeful professional development opportunities that have a positive impact on outcomes for children.
- Parents speak highly of the pre-school and of the caring staff team. They comment that their children enjoy attending and have made progress in their development. Parents value the information, support and advice that is shared.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the knowledge and understanding of those less experienced staff, with regard to the overarching curriculum intent, to enable children to make even better progress
- develop support for staff, so that they have a thorough understanding of sequential learning, to ensure that activities and teaching are consistently stage and age-appropriate.

Setting details

Unique reference number	EY492327
Local authority	Blackpool
Inspection number	10308494
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	2 to 4
Total number of places	45
Number of children on roll	39
Name of registered person	Layton Pre-School Limited
Registered person unique reference number	RP535169
Telephone number	01253 319392
Date of previous inspection	23 March 2018

Information about this early years setting

Layton Pre-School registered in 2015. The pre-school employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and three hold qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. 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 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 talked to staff and parents 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 inspector carried out a joint observation of an activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024