

Inspection of The Frantastic Pre-School

The Lodge, Morningson Road, Southport, Merseyside PR9 0TS

Inspection date: 9 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this warm and nurturing pre-school. They separate well from their parents and immerse themselves in play as soon as they arrive in this calm environment. Children are keen to explore the wide range of activities on offer, both inside and outside. Staff ensure that every child has a warm welcome during the morning group time. Children confidently speak and use Makaton to sign hello to their friends. Children are sociable and form friendships. Older children confidently tell visitors what they like doing and why they like coming to the pre-school.

The pre-school is well resourced and staff plan for children's learning with their interests in mind. This helps children to develop positive attitudes towards their learning. Staff follow a consistent approach and have high expectations for children's behaviour. They are attentive and good role models for children. As a result, children know what is expected of them and the daily routine helps them understand these expectations. Healthy lifestyles are embedded into children's daily lives as they discuss their healthy snacks and good hygiene routines. Children follow thorough handwashing routines and staff teach them about the importance of washing their hands to get rid of germs.

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

- There is a focus on language and communication skills throughout the pre-school. Staff provide narration as children play, and communication strategies are used to encourage children to develop their confidence to talk in group situations. As a result, children are becoming confident communicators.
- Children's self-help skills are well supported. They wash their own hands, pour their own drinks and prepare their fruit at snack time. This supports children's independence well, ready for their eventual move to school.
- Children make good progress from their starting points. Staff have a secure understanding of the curriculum and how to sequence this to support children's learning. However, occasionally, group activities do not sustain children's concentration and engagement. As a result, this does not consistently encourage children's positive attitudes to learning.
- The curriculum for literacy is well planned and implemented. Regular 'dough disco' sessions encourage children to strengthen their hand muscles by rolling, patting and stretching the dough. This supports early writing skills.
- Children with special educational needs and/or disabilities are well supported. Staff work closely with parents and other professionals to implement interventions to narrow gaps in learning. Additional funding is spent effectively so it has the maximum benefit for children. As a result, children's individual needs are met.

- Partnership working with parents is effective. Staff gather valuable information during verbal handovers with parents at drop-off and collection times. In addition, they successfully keep parents well informed of their children's learning and development. This effective two-way communication helps to build strong and lasting relationships between families and pre-school staff.
- Leaders prioritise the well-being of staff. Staff feel very supported by leaders and say they love working at the pre-school and with the children they care for. Leaders have significantly reduced paperwork in order to maximise the time staff spend interacting with children. They also regularly monitor staff health and well-being and operate an open-door policy to address any workplace issues.
- Leaders and staff have a good understanding of how to keep children safe. They are aware of the signs and symptoms of abuse and how to report any concerns. Staff know the procedure they should take if they have concerns about a member of staff.
- Parents deeply value the support staff provide. They describe how staff have supported them and their children with issues such as housing, finances and well-being. They say staff go above and beyond with their 'invaluable support' which has a positive impact on their lives. Older children who have attended previously, remember the staff fondly and comment that when visiting the pre-school it is like coming home.
- Leaders are reflective and strive to improve the activities and experiences on offer for the children in their care. For example, there are plans to introduce a herb garden to the outdoor area to teach children what plants need to grow. The improvements made enhance children's learning experiences even further.

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 interactions to support children to sustain high levels of concentration.

Setting details

Unique reference number	EY536250
Local authority	Sefton
Inspection number	10351149
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	29
Name of registered person	Taylor, Frances Suzanne
Registered person unique reference number	RP514161
Telephone number	07724708015
Date of previous inspection	10 October 2018

Information about this early years setting

The Frantastic Pre-School registered in 2016. It is situated in Southport. The pre-school employs seven members of staff. Of these, two hold a childcare qualification at level 6, one also achieving early years teacher status, and four hold a childcare qualification at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.15am to 3pm. The pre-school provides funded early education for two, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Oakley

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 inspector carried out joint observations of group activities with the provider.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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