

# Inspection of Thornton Pre-School Playgroup

School Road, Thornton-Cleveleys, Lancashire FY5 5BJ

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Inspection date: 2 October 2024

<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**

Staff support children to make progress in their learning and to prepare for their move on to school at the fun and lively pre-school. Children make friends and develop their independence skills with support from sensitive and caring staff. Children lead their own play and self-select from lots of resources in the bright indoor areas. They benefit from outdoor play in most weathers in the outside space. Pre-school also has access to the school playground and fields where children can run around in the fresh air and develop their large muscles and stamina.

Staff teach children how to keep themselves safe. For instance, a visit from the coastguard gives children water safety knowledge. Staff weave this into the familiar 'Stick Man' story to help to embed their understanding. Children's behaviour is generally good although a lack of consistency in staff's expectations leads to some low-level issues on occasion. For example, children throw soft toys around the room and continue when asked to stop. Children understand the routines of the day and learn key skills such as hygiene routines and self-care skills. Children engage in discussions with staff and visitors as they develop their communication skills. Children show their feelings of safety and security as they happily chat and play.

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

- The provider has a general oversight of what they want children to gain from their time at pre-school. However, specific learning intents for different groups and individual children are less clear. This makes it difficult for staff to plan with focus and purpose for children's learning. That said, staff's skills, knowledge and supportive interactions help children to make appropriate progress from their individual starting points.
- Support for families is well considered. The provider spends additional funding to enable children to attend more sessions at pre-school. The provider understands the importance of working with other professionals to support children's specific needs as required. Support for parents is tailored to their needs. Relationships with parents are strong and supportive.
- Staff get to know children as individuals. They gather lots of information from parents at the outset and support children's interests. For instance, when children enjoy singing and performing staff incorporate learning about colours into a fun song. Staff understand how children learn which helps them to make good progress.
- Staff promote children's creativity and imagination. Children find out about artists from around the world. They learn about Pablo Picasso and Frida Kahlo, for instance. Children look at famous self-portraits and create their own versions

as they look in a mirror. Children develop a strong sense of self and learn how they are each unique.

- Staff devise interesting ways to promote a love of reading. For example, families take turns to stream live story sessions from their homes to the pre-school's online parent group for parents and children to watch together. Children enjoy stories, songs and discussions with staff. Children's language skills are well supported.
- Staff teach children specific physical skills to support their development. They learn to walk on low stilts which promotes their coordination and balance. They practise throwing small beanbags which builds their range of arm movements and muscles. Children's physical development is promoted well.
- Promoting children's independence skills is a focus at the pre-school. Children collect their lunch from the school dining hall and proudly carry their trays through to the pre-school room to eat. Children know to hang up their coats and to put boots back on the rack after playing outside. Children are prepared for their move on to school.
- Staff involve children in daily routines and promote their sense of responsibility. For instance, the role of daily snack-time helper is highly coveted among children. Staff promote children's confidence in their abilities well.
- The small team of staff work together effectively and support one another well. However, their professional development is not always focused on the areas they need to enhance the most. This does not always fully support their confidence in teaching, setting expectations and managing the pre-school environment to the highest levels to ensure the best possible outcomes for children.

## 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:**

- clarify intents for children's learning and use these intents to promote specific learning objectives to ensure that all children make the best possible progress
- focus staff training on the areas that will help them to promote children's learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY271296
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10355153
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Thornton Pre-School Play Group Ltd
<b>Registered person unique reference number</b>	RP907387
<b>Telephone number</b>	07792 784 687
<b>Date of previous inspection</b>	20 November 2018

## Information about this early years setting

Thornton Pre-School Playgroup registered in 2003 and operates independently on the site of Thornton Cleveleys Baines Endowed Voluntary Controlled Primary School. The pre-school employs four members of childcare staff including the manager. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, 49 weeks of the year. Sessions are from 8am to 5pm. The pre-school provides funded early education for two-, three and four-year old children.

## Information about this inspection

### Inspector

Amy Johnson

## Inspection activities

- The inspector viewed the pre-school and discussed the early years curriculum with the manager.
- Staff and children spoke to the inspector during the inspection.
- The manager discussed the organisation and management of the pre-school with the inspector.
- Parents shared their views of the pre-school.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out joint observations of group activities.
- The manager showed the inspector key documentation on request.

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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