

Inskip Pre-School

Unit 2 Nightjar Way, Higham Side Road, Inskip, PRESTON, PR4 0TF

Inspection date	29/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are making excellent progress in relation to their initial starting points. This is directly due to the extensive opportunities available to them across the pre-school.
- Children are happy, motivated to learn and enjoy their time at pre-school. Staff are expert at exploiting all available opportunities to ensure that activities provide challenge for all children.
- Leadership and management are inspirational and ensure that children continue to make strong progress, expertly supported by experienced staff.
- The pre-school engages exceptionally well with parents and carers and clearly values the important role they play in their child's ongoing learning and development.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed staff caring for children in the main rooms and in the outdoor area.
The inspector looked at children's assessment records and discussed with different
- members of the staff team how they are using these to support children's individual learning and development.
- The inspector met with the manager and deputy, and spoke with many of the staff team.
The inspector looked at the setting's comprehensive self-evaluation form and other
- evidence of how the pre-school is evaluating the provision, such as parent and staff involvement.

Inspector

Linda Shore

Full Report

Information about the setting

Inskip Pre-School was opened in 2008 and registered again in 2012 on the Early Years Register due to a change of premises. It is situated in Inskip near Preston and is privately owned. The pre-school serves a wide area and is accessible to all children. It operates from a single storey building with a large, open plan room and a small room for quiet

activities. There is a fully enclosed area available for outdoor play.

The pre-school employs seven members of childcare staff, who all hold appropriate early years qualifications at a minimum of level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 8.30am until 4pm. Children attend for a variety of sessions. There are currently 39 children between the ages of two and five years on roll. It supports a number of children with special needs and/or disabilities.

The pre-school is accredited through the Pre-school Learning Alliance and receives input from the local authority.

What the setting needs to do to improve further

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

- develop the outdoor area. In the interim, provide further opportunities for children to learn through increased contact with natural resources.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The pre-school consistently achieves high standards of care and teaching, resulting in very good progress for all children in relation to their starting points. The management and staff have fully embraced the revisions to the Early Years Foundation Stage. They use the document 'Development Matters in the Early Years Foundation Stage' exceptionally well in their practice to fully support children's progress. For example, staff are highly competent in assessing where children are within their developmental age bands and have developed their own progress records, which provide accurate information and insightful ideas to further children's progress. Staff are expert at exploiting all available opportunities to ensure that activities provide challenge for all children. The excellent planning systems and the introduction of identified cohort groups, ensure that children's unique needs are extremely well met.

There is an excellent balance of child-initiated and adult-led activities to support children's ongoing progress and development. They are learning patience, turn taking and developing social skills as they engage in meaningful conversations with adults about their time at home and pre-school. Children enjoy sitting together for story time where staff are skilled at engaging their interest. The reader is animated and enthusiastic and children join in with familiar phrases. Children learn sign language as they practise to take part in a charity fundraising event to support vulnerable, deaf children and adults. These activities

effectively develop children's language and communication skills and raise their awareness of the needs of the community.

Children are learning about shape and numbers as they explore two and three dimensional shapes. For example, they can identify and describe cylinders and cuboids using mathematical terms. They work well together as they learn to recognise numerals through energetic physical activities, such as counting the hops they can do. Staff guide them expertly and they receive high praise for their efforts as well as achievements. Children are free to express their ideas as they paint on wood, with excellent support from staff. They discuss their art with them and build vocabulary by describing what they see, providing children with the right words. Children enjoy playing computer games, which are educational and fun. This means that they are learning essential technology skills for the future as they play. They learn about the world around them as they make regular trips to local businesses. For example, they enjoy watching the mechanic repair motorcycles. Children play outdoors at the pre-school whenever possible, for fresh air and exercise. They develop their physical skills very well through the use of a wide range of wheeled toys, balls and balancing on beams. The rear outdoor area is currently being developed further to provide a large natural area for children to explore and learn. However, in the meantime, there is scope for children to access a greater range of natural resources outdoors to further enhance their experiences.

Parents are involved in their children's learning through sharing information about their progress and achievements on a daily basis. They speak to staff when they collect their children, so that they are well informed about their activities and any concerns are shared. Thus, the individual needs of all children and parents are met. Staff use information about what children do at home to plan for their next steps in learning. Parents fully support the setting by contributing their own skills. For example, a parent brought a tractor to pre-school for children to explore and learn about farming. Such a shared approach to children's learning, ensures that they make progress at the best possible rate and are ready to move on to school.

The contribution of the early years provision to the well-being of children

Children feel extremely secure in the care of all staff at the pre-school as their well-being is at the heart of pre-school practice. They form a close bond with their key person and get to know all staff and children very well as they play together. They settle quickly as staff work exceptionally well together to quickly identify their needs. This means that children develop an extremely strong base for independence, learning and exploration. Behaviour is very good and children enjoy social time together at mealtimes and during their activities. They display high levels of confidence as they eagerly take their turn to stand in front of the group and sing their chosen song.

The rooms are very well set out. All children are able to access the toys and activities easily, so they are able to make their own choices. Children are learning to be independent as they take responsibility for their own lunch packs, learn to put on their own coats and self-register when they arrive each day. At snack time, they spread their own toast and pour drinks. They learn to make healthy food choices from a selection of

healthy, colourful and inviting options during food tasting sessions and have access to drinking water at all times. All children's dietary, and cultural and religious requirements are known and respected. There are high standards of hygiene in the pre-school and accident and medical records are kept meticulously, which ensures children's health is exceptionally well protected. Children are encouraged to learn about safety as they are asked to think about the consequences of their actions, such as what could happen if they run inside.

The skills and experience of staff, and the quality of teaching is high. Staffing levels are above requirements at the pre-school, which means that children have more time with adults on a one to one basis and in small groups. This is contributing extremely well to children's safety, comfort and security. Staff are constantly aware of each child's needs through their observations and their communication with parents, so that their needs are fully met.

The effectiveness of the leadership and management of the early years provision

The partners' inspiring and enthusiastic leadership is communicated to staff, who work extremely well together as a team and are highly motivated in providing the best care for children. Staff are monitored very effectively and have regular meetings with the manager to discuss their training needs. At weekly 'catch up' meetings, staff share information about the individual needs and aims of all children. Cohort groups are identified and planned for to support the particular needs of each group. Staff all have a thorough knowledge of the Early Years Foundation Stage and work successfully together to identify areas for improvement in their provision. Everyone's views are valued, including those of parents and children. This means that high standards in teaching and planning are maintained in the pre-school by means of an ongoing action plan.

Children are exceptionally well safeguarded in the pre-school as the child protection officer has an excellent understanding of child protection and safeguarding, which she passes on to the staff. The premises are secure and there are robust procedures in place for staff recruitment and the collection of children. Meticulous records are kept and staff are aware of the need to be vigilant and to report any concerns to the manager or to an appropriate agency. Staff have recently completed safeguarding training and paediatric first aid qualifications. They carry out daily safety checks on the premises, which means that children are safe from any potential hazards.

Parents have very positive views about the pre-school and their comments on the provision are valued. Their views are collected through questionnaires and regular parent forums. Support for children with special needs and/or disabilities, is excellent as staff fully engage parents and other professionals, such as, health visitors, portage workers and speech and language therapists. This provides the best support for children's learning and development. They pass on children's progress records to schools and meet with teachers to further aid transition. This excellent pre-school gives all children a very secure foundation for their future learning and development and ensures that they are ready for school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY447631
Local authority	Lancashire
Inspection number	880417

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	39
Name of provider	Inskip Pre-School
Date of previous inspection	Not applicable
Telephone number	079598899504

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

