

Ashton pre-school

Ashton pre-school, Tulketh road, Ashton on ribble, Preston, Lancashire, PR21EQ



Inspection date

22 June 2018

Previous inspection date

20 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are well qualified, experienced and knowledgeable early years practitioners, who have a deep understanding of how children learn and develop. They are committed to extending their knowledge further and training has a very positive impact on practice.
- The successful key-person arrangements help children form secure attachments. Staff know children well and work in close partnerships with parents to provide continuity of care between home and the setting.
- Children who have special educational needs and/or disabilities and those who speak English as an additional language, are extremely well supported. Staff work effectively with parents, other professionals and agencies to ensure that children get the help they need, promptly. This helps children make, often rapid progress, in their learning.
- Staff understand the importance of helping children to live healthy lifestyles. They provide balanced and nutritious food and drinks and teach children how to think about and make healthy choices. Children develop good physical skills and enjoy regular fresh air and exercise outdoors.

It is not yet outstanding because:

- Staff have not yet fully extended ways for parents to share information about children's learning and achievements at home.
- Occasionally, staff do not make the most of opportunities to extend children's mathematical knowledge and understanding as they play.

What the setting needs to do to improve further

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

- extend the ways parents can share information about children's achievements and learning at home
- enhance opportunities for children to develop mathematical knowledge and understanding as they play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the setting owner. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have an excellent understanding of the signs of abuse and neglect and know how to keep children safe. There are a range of robust policies and procedures, which is regularly reviewed and underpin staff practice. These are shared with parents. The whole staff team is reflective and evaluative practitioners. Together, they identify the strengths of the setting and any targets for improvement, which form part of their development plan. The views of parents, children and other professionals are sought as part of this process. There are effective systems in place for safe recruitment and to ensure the suitability of all staff.

Quality of teaching, learning and assessment is good

Teaching is good. Staff make accurate assessments of children's attainment and plan to meet the needs, and next steps, of individuals and groups. Staff provide a developmentally appropriate learning environment and organise activities which promote children's interests. For example, a group activity builds on children's fascination with caterpillars and butterflies. Children excitedly access the range of quality tools, toys, books and resources provided. They enthusiastically create caterpillars and learn how to join paper without glue. As part of this process children make predictions and test out their ideas. Language and communication development is well supported. Staff use a rich range of language and encourage children to ask and answer questions. This helps children to be inquisitive and become competent communicators.

Personal development, behaviour and welfare are good

Children and their families are welcomed into this inviting, comfortable and vibrant setting. Parents feel well supported and value the setting highly. Children behave very well and show an excellent understanding of rules and routines. At whole group time, they take turns and listen to the ideas and thoughts of their peers. Staff have high expectations for all children and encourage them to be independent, confident and willing to try new learning experiences. Staff work closely with parents when children start in the setting. They gather information about children's care needs, interests and their lives at home. This helps staff to get to know children, support their well-being and be responsive to their specific needs. Children settle quickly as a result. Staff work with local schools to develop support plans for children, as they move on from the setting.

Outcomes for children are good

Children are provided with interesting experiences and activities, which challenge and engage them. As a result, all children, including those in receipt of funding, make good progress in their learning. Children develop good team skills, share resources and work cooperatively to solve problems as they play. Children demonstrate deep concentration as they create dough items. As they work, children draw on and talk enthusiastically about their home experiences with staff. Children show resilience and develop a range of skills, which helps them cope very well when they move on to school.

Setting details

Unique reference number	EY412718
Local authority	Lancashire
Inspection number	1105139
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	35
Name of registered person	Sheila Clarkson Ashton Pre-school
Registered person unique reference number	RP529908
Date of previous inspection	20 November 2014
Telephone number	01772 769074

Ashton pre-school registered in 2010. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications including one at level 2, two at level 3, one at level 4 and one at level 5. Sessions are from 8.45am until 11.45am and from 12.30pm to 3.30pm, Monday to Friday, during term time only. The setting provides funded early education for two-, three- and four-year-old children.

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