

Whalley Pre School Playgroup

Station Road, Whalley, CLITHEROE, Lancashire, BB7 9RH



Inspection date

11 April 2018

Previous inspection date

26 September 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

- The senior leadership team has an accurate and creative view of what it wants to achieve within the setting. Their many years of experience in different areas of early years help to ensure that all areas of the provision are closely monitored and developed to a high standard.
- Partnerships with parents are very strong. Staff tailor interactions with parents to meet their individual needs so they can be included in all aspects of their child's learning and development.
- A strong emphasis is placed on children's emotional well-being. Staff treat children with the utmost respect, dignity and understanding when interacting with them. This helps to provide a secure foundation for children to develop and begin their learning journey.
- Children with special educational needs are particularly well catered for. Early assessment ensures any necessary intervention can be sought as soon as possible and gaps in learning can be narrowed quickly. The setting has strong partnerships with outside agencies.
- Health and safety are a high priority in the setting. All staff are fully trained in this area to help prevent accidents and to safeguard children at all times on and off the premises.

It is not yet outstanding because:

- The outdoor environment has not yet been fully developed to help children achieve their maximum learning potential.

What the setting needs to do to improve further

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

- continue to develop the outdoor area to help children have even greater opportunities to explore and learn.

Inspection activities

- The inspector held a number of meetings with the manager to assess the quality of leadership.
- The inspector conducted a joint observation with the manager to observe the standard of teaching and learning.
- The inspector observed the teaching and care practices of staff.
- The inspector analysed relevant documentation, including evidence of staff qualifications and the suitability of staff working in the setting.
- The inspector spoke to several parents and noted their comments.

Inspector

Helen Heap

Inspection findings

Effectiveness of the leadership and management is good

The manager has completed a thorough self-evaluation of the setting and knows its strengths and weaknesses. She uses this as a working document which helps to move the setting forward and further enhance quality. The setting is very bright, welcoming, clean, tidy and well organised. Paperwork is of a very high standard and confidentially maintained, but easily accessible. Staff attend training in many areas of early years, such as health and safety, special educational needs and safeguarding, which helps them keep up to date with all aspects of their job and to support children. Safeguarding is effective. Training is thorough and staff know how to respond to and report incidents and concerns to keep children safe.

Quality of teaching, learning and assessment is good

Teaching is of a high standard. Staff use a mixture of adult-directed and child-initiated activities to cater for children's different learning styles and individual interests. This helps all children to develop an interest in their own learning. Staff use a range of teaching techniques, such as demonstration, encouragement and open-ended questioning, which helps to support children's learning. Children's achievements are logged and tracked on an online assessment system. This gives a very accurate overall picture of where each child is in their learning. All staff have been recruited for their unique talents. These talents combined, help to provide a high-quality learning environment for all children attending.

Personal development, behaviour and welfare are good

Children's behaviour is very good and staff engage them in a range of exciting and interesting activities. Indoors they listen to stories, sing songs, paint pictures of the blossom trees outside, construct with a range of materials and make their own creations out of art and craft materials. Outdoors they play with dinosaurs, diggers, trikes and on the slide and in the water. In the community, children visit the library and the local school. Children eat a range of fresh fruit and drink water which they have access to throughout the day. They help prepare and serve their own food and drinks. Children learn about a range of festivals, such as Christmas, Easter and Diwali, and people who are the same as and different to themselves.

Outcomes for children are good

Children make good progress from their starting points. Strong bonds with their key person help them to settle quickly. They socialise and share well. Effective links with the local school help to ensure continuity of children's learning. Children are well prepared for the next stage in their learning and their eventual move to school.

Setting details

Unique reference number	309525
Local authority	Lancashire
Inspection number	1103574
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	25
Number of children on roll	42
Name of registered person	Whalley Pre-School Committee
Registered person unique reference number	RP906827
Date of previous inspection	26 September 2014
Telephone number	07877 702 186

Whalley Pre School Playgroup registered in 1993. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications ranging from level 2 to level 5. The setting opens Monday to Friday, during term time only. Sessions are from 9am to 3pm, and children attend for a variety of sessions. The setting caters for children with special educational needs and provides funded early education for two-, three- and four-year old children.

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