

Charnock Richard Pre-School



Parish Rooms, Church Lane, Charnock Richard, Chorley, Lancashire, PR7 5NA

Inspection date	23 June 2017
Previous inspection date	5 May 2015

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers are dedicated and ambitious. They lead a skilled and enthusiastic staff team. Very good organisation and clear communication between all staff underpin the pre-school's high-quality practice.
- Managers observe staff regularly and give them constructive feedback to help them improve. Supportive coaching helps to enhance the quality of observations and assessments that staff make.
- Staff are wonderfully nurturing and sensitive to the emotional needs of children. Relationships between staff and children are based on mutual respect. Children feel extremely secure and know that staff are a source of comfort and knowledge.
- Children are exceptionally independent. Staff are highly skilled in providing the correct balance of support and challenge to empower children to do things for themselves.
- Staff have a consistent focus on mathematics through daily routines and play. Children willingly use mathematical vocabulary to help them to count and compare. Children make good progress from their starting points.

It is not yet outstanding because:

- Managers do not always rigorously monitor the impact of any focused intervention in children's learning to determine its success.
- Staff do not routinely gather precise initial information from parents about children's skills to enable them to plan highly challenging learning opportunities from the start.

What the setting needs to do to improve further

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

- monitor the focused intervention in children's learning more rigorously to determine the impact on children's progress
- gather more precise information about children's prior learning and skills from parents when children begin to attend, and use this swiftly to plan highly challenging learning opportunities.

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 jointly evaluated a teaching activity with the qualified teacher.
- The inspector discussed the pre-school's self-evaluation with the manager.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some children and parents during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff know about the correct procedures to follow if they have any concerns about the welfare of a child. Managers keep staff up to date through regular training and discussions about safeguarding. Effective systems for staff supervision are in place. Managers use a variety of successful ways to help staff develop professionally. Staff routinely share good practice with colleagues to benefit children's learning. Monitoring of children's progress is undertaken and managers know how to access external agencies for support where necessary. Self-evaluation is used effectively to drive ongoing improvements. It successfully incorporates the views and comments of staff, parents, children and outside agencies.

Quality of teaching, learning and assessment is good

Staff observe children and incorporate their interests when planning activities. They provide broad and rich experiences which contribute to children's understanding of the world around them. Staff actively engage in children's play and skilfully extend their learning. For example, they help to develop children's ideas, provide resources and prompt them to think deeply. Staff ask excellent questions to encourage children to solve simple problems. They support children's communication and language skills particularly well. Parents are kept very well informed about children's progress in learning and development. They are well supported to guide children's learning at home.

Personal development, behaviour and welfare are outstanding

Staff provide an exceptionally stimulating environment and children show high levels of curiosity. The outdoor environment is especially popular with boys, who show deep engagement when making marks in different ways. Children are provided with a rich programme of experiences to help them develop a love of exercise and fresh air. They learn about healthy eating, and staff provide excellent guidance for parents about children's nutrition. Young children show superb confidence and practise their excellent physical skills during daily routines and self-care tasks. Two-year-olds independently locate cutlery and crockery, choose a snack and use a knife to carefully butter their toast. Furthermore, when finished, they manage the washing and tidying up without prompting.

Outcomes for children are good

Children develop a positive attitude towards learning. They love to make their own choices and are very proud of their achievements. Children are consistently well behaved and use good manners. They learn to take turns and play cooperatively. Children particularly enjoy role play. For example, boys make soup in the mud kitchen, cutting their own herbs and serving to their guests. Older children show confidence and are talkative, holding high-quality conversations with staff and peers. Children show superb listening and attention skills. They are well prepared for school when the time comes.

Setting details

Unique reference number	309265
Local authority	Lancashire
Inspection number	1090696
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	25
Number of children on roll	36
Name of registered person	Charnock Richard Pre-School
Registered person unique reference number	RP518559
Date of previous inspection	5 May 2015
Telephone number	07944 217699

Charnock Richard Pre-School registered in 1992. The pre-school employs seven members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 or above, including one with qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 7.45am until 5pm. The pre-school provides funded early education for children aged two, three and four years.

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