

Inspection of St Andrew's Preschool Ashton

Tulketh Road, Ashton-on-Ribble, Preston PR2 1EQ

Inspection date:

14 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children develop secure attachments with staff. They behave well and are happy and emotionally secure. Indoors and outdoors, they choose what to play with from an interesting range of toys and activities set out. However, in some areas, leaders have not identified clearly what that they want children to learn or the order in which they need to learn it. Therefore, during children's freely chosen activities, staff are less able to promote and extend learning and to build up children's knowledge securely. On the other hand, some activities are planned and led very well by staff. During these activities, staff are clear what they want children to learn, and the quality of teaching and learning is good. For example, children engage well and are focused on learning during music time and when manipulating dough to music.

Outdoors, children demonstrate increasing balance and coordination as they walk along planks. They roll tyres to each other, which helps to develop their coordination. They grow vegetables including lettuce, tomatoes and celery, which supports their understanding of nature and provides opportunities for them to care for living things. Children develop good speaking, listening and literacy skills. They are learning new language to help them to express their feelings. They play games such as dominoes, which helps them learn how to take turns and also helps them to develop mathematical skills.

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

- Since the last inspection, the staff team has become more stable. This has enabled leaders to step back from working directly with children and evaluate all aspects of the provision. They have implemented new procedures, which are beginning to have a positive impact on the quality of education. For example, managers have started to observe staff practice and meet with them to discuss their strengths and areas to develop. They are providing support to staff who are new to their roles, so practice continues to improve. Leaders have a clear vision and appropriate plans for development. They include the views of staff in their evaluations and have recently sent questionnaires to help to gather the views of parents.
- Each child has a member of staff identified as a key person. This key-person role is developing steadily to build stronger partnerships with parents to help promote continuity of children's learning. Parents receive some information about what their child has been doing during the session. As required, they also receive a written summary of their child's progress when aged between two and three years. However, ongoing information exchanged with parents is not sufficiently detailed to keep everyone well informed about children's abilities.
- Children engage enthusiastically in group music time and develop a range of

useful skills, which support their language development. They listen carefully to the patterns within the music and clap to the slow and fast beat. This helps to improve their attention and listening skills. They are introduced to different genres of music, such as opera, which enable them to hear and distinguish new sounds.

- Children develop a keen interest in literacy. They listen attentively to stories read well by staff and enjoyed a recent visit from a local author. They know that books contain facts and stories and that an author writes them. Children enjoy a wide range of activities, which help to strengthen their hands and fingers ready for writing. For example, children skilfully use their finger and thumb and tweezers to pick up and move pom-poms. They squeeze, pinch, pull and roll dough while listening to disco music. They design and decorate book covers and bookmarks, which also helps to develop their creativity.
- Children enjoy some stories and craft activities linked to calendar events. However, there are few opportunities for children to learn about other people, families and communities to help to prepare them for life in modern Britain.
- Support for children with special educational needs and/or disabilities and those in receipt of additional funding is steadily developing. The special educational needs coordinator works increasingly with parents, staff and external professionals to help identify and close any gaps in children's learning. The spending of additional funding is being monitored to check that it benefits the children that it is allocated to.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, a new heating system has been installed and staff monitor that the rooms are maintained at an appropriate temperature. Staff follow risk assessment procedures to keep the premises and resources safe. They understand how to identify and report child protection concerns. The manager ensures staff receive regular training to keep their knowledge of safeguarding up to date.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
identify more clearly what children are to learn, so all staff can help children to gain the most from the self-chosen activities	08/09/2023

exchange more detailed information with parents, so all parties have a clear understanding of what children know and can do and are able to build on prior learning with success	08/09/2023
embed the recently improved ways that are in place to monitor staff's practice and support their professional development.	08/09/2023

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

- make greater use of opportunities for children to learn about people, families and communities beyond their own.

Setting details

Unique reference number	2695895
Local authority	Lancashire
Inspection number	10297179
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	40
Name of registered person	Buchanan, Charlotte
Registered person unique reference number	2695896
Telephone number	07731511458
Date of previous inspection	14 March 2023

Information about this early years setting

St Andrew's Preschool Ashton registered in 2022. The nursery employs nine members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 6, of whom one has qualified teacher status. The nursery opens Monday to Friday from 8.30am to 4pm, term time. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynne Naylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and one of the management team conducted a learning walk together.
- Two joint observations were carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- A meeting was held between the inspector and the leadership team.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.

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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