

Sacred Heart Pre-School



Sacred Heart RC School, Heys Street, Thornton-Cleveleys, Lancashire FY5 4HL

Inspection date	28 November 2018
Previous inspection date	7 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Partnerships with parents, other professionals and outside agencies are strong. Staff share ideas to effectively support children's continued care and learning in other settings and at home. This ensures that all children receive the additional help and support they need. All children make good progress from their initial starting points.
- Children build strong relationships with the well-qualified, enthusiastic and highly motivated staff team. Staff are good role models who listen and value children's ideas. They provide an exciting range of activities that motivate children and interest them. Children are keen to come to pre-school and behave extremely well.
- Staff provide good support for children's language and communication skills, including using sign language. For example, children learn to sign new words and use them effectively in their play and in practical routines, such as snack time. Staff make whole group sessions fun and place a strong emphasis on encouraging children's listening and speaking skills.
- The experienced manager sets a clear direction for the pre-school's future development. She has high expectations of everyone involved and manages her team with energy, consideration and enthusiasm. Staff are highly motivated and enthusiastic who make learning fun and enjoyable.
- Staff do not make the best of opportunities to role model and teach children about healthy eating, to further support their understanding of healthy lifestyles.

What the setting needs to do to improve further

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

- increase opportunities for children to learn about healthy eating to help them understand why this is important for their well-being
- enhance children's access to a broader range of reading materials to further support their literacy development.

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 manager.
- The inspector held a meeting with the manager. 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 read parent statements, taking account of their views.

Inspector
Carys Millican

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management have a secure understanding of the procedures required for notifying Ofsted and to ensure the ongoing suitability of all those associated with the pre-school. The manager and staff have a secure knowledge of the pre-school's safeguarding policies and what to do if they have any concerns. They carry out risk assessments to ensure children play in a safe and secure environment.

Documentation is robust. The manager is highly supportive of staff, children and their families and monitors children's progress effectively. There is a strong commitment to professional development that enhances staffs teaching skills. The manager takes account of feedback from staff and parents to monitor the quality of the provision. Parents express a high regard for the service provided for them and their children.

Quality of teaching, learning and assessment is good

Staff regularly observe children and use their interests well to provide a good range of experiences to help them learn. Staff speak confidently about children's individual needs and how they support the next steps in their learning. Information is shared regularly with parents to further support children's learning at home. Staff promote children's early mathematical development successfully. For instance, they use mathematical language to describe size and shape, and teach children to count confidently. For example, children learn to arrange numbered lollipop sticks in order. Children have good creative opportunities and explore and investigate while using a wide range of different tools, materials and textures. They enjoy labelling their end products with their name, and drawing and painting activities, which helps to support children's early writing skills.

Personal development, behaviour and welfare are good

Children are confident, happy and emotionally secure. They settle well. Staff know children's individual personalities well and respond readily to their emotional needs. Children have strong relationships with each other and the staff. Staff help them to include each other in their play and to remember to use caring, sharing, kind hands. They constantly praise children's achievements and encourage their continued good behaviour. Staff act as good role models and children learn good manners. Children learn about the needs of others, and about the similarities and differences of people in their community and from around the world. They develop good independence skills while washing hands, helping to prepare the snack, and dressing themselves. Children enjoy being outdoors developing their physical skills, which has a positive impact on their health and well-being.

Outcomes for children are good

All children, including those children who learn English as an additional language, who have special educational needs and/or disabilities (SEND) and who receive funding, make good progress from their identified starting points. Children are confident, active and enthusiastic learners. They develop their speaking, listening and understanding skills well. Children are well prepared for the next stage in their learning and move on to school.

Setting details

Unique reference number	EY318019
Local authority	Lancashire
Inspection number	10064154
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	22
Number of children on roll	36
Name of registered person	Sacred Heart Pre-School Committee
Registered person unique reference number	RP525242
Date of previous inspection	7 July 2015
Telephone number	07835711921

Sacred Heart Pre-School was registered in 2005 and is run by a committee. The pre-school employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and four hold a qualification at level 4. The pre-school opens from Monday to Friday from 9am to 12noon, 12noon to 12.30pm and 12.30pm until 3.20pm during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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