

Inspection of Fleetwood's Charity Pre-School Group

Fleetwood's Charity School, Mill Street, Preesall, Lancashire FY6 0NN

Inspection date: 22 January 2020

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

All children are enthusiastic, excited and eager to learn. They feel safe and secure in the setting and develop excellent relationships with the manager and staff. All staff are highly engaged in the children's learning. All children, including those with special educational needs and/or disabilities, make rapid progress across all areas. There is an abundance of highly stimulating and challenging activities, indoors and outdoors. This, combined with the staff's exceptional caring and nurturing approach, ensures that all children reach their potential and thrive in the setting.

The inspirational manager has a clear vision for the pre-school and has high expectations of the staff. They all work closely together to continually review and adapt the provision to provide the very best experiences for children. The setting's close relationship with the host school provides excellent opportunities for staff's continued professional development. Children display exceptional kindness towards their friends. They are always keen to undertake physical tasks to assist the staff members and give emotional support to the new children as they settle in.

Children become engrossed in activities, especially when outdoors. Staff are extremely skilled in offering challenging and open-ended questions to very successfully develop children's thinking skills, vocabulary and language. Children are highly independent. They complete tasks such as pouring drinks and serving themselves at snack times. They are extremely confident and relish the opportunity to take part in assemblies and to eat their midday meal in the school hall.

Children become skilled at keeping themselves safe. For instance, they explicitly recall the rules they must follow when visiting the woodland and handling branches and logs. Children eagerly demonstrate how to roll them and carry them to avoid accidents. They share advice to others on the fire safety procedures as they sit with staff around the campfire to eat their toasted roll.

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

- Staff have excellent relationships with the children and their parents. Parents are extremely grateful for the range of support provided for them and their children. Staff share ideas with parents at the end of the day relating to what their children have done during the session. They show interest in their home lives and put support in place to help parents continue the learning at home. Staff listen extremely well to parents when they discuss their children, offering exemplary advice and care.
- Staff embrace opportunities to develop their already strong professional knowledge even further. The manager keenly shares her expertise with the wider professional community. For instance, she works closely with the local

authority to support other provisions, in order to ensure all children to make the best progress possible.

- Children are exceptionally engaged in learning and play. They have the freedom to make choices and decisions. Therefore, they become extremely active and independent learners. All children are included and feel valued. Children recognise and write their own name, can identify numbers and can put on and remove outdoor clothing and footwear. This prepares them exceptionally well for the next stage in their learning, such as school.
- Staff know the children exceptionally well and expertly build on what children need to learn next in all aspects of their learning. Staff constantly add new language into the children's play, introduce musical activities and sound recognition, and use technology to enhance learning. Children are enchanted and enthralled during storytelling, group discussions and listening activities. For instance, they look at books about Chinese New Year, and watch dragons dancing. Outdoors, children concentrate as they listen to the sounds in the environment. They confidently talk about the robin welcoming them into his wood and the woodpecker hammering in the trees.
- Children are experts in the safe practices required in the forest school sessions, and clearly demonstrate that they feel safe and secure. They develop strong and positive relationships with staff and their friends. Children learn great respect for each other and are exceptionally caring.
- Children spend a lot of time outdoors in all weathers. This helps to build their resilience and enhance their health. Staff encourage children to take risks in their play and children persevere when challenged. For instance, staff build children's confidence hugely and voice encouragement as they transport recycled Christmas trees to the den construction. Indoors, children confidently complete hygiene practices and independence in managing their own personal needs.
- Children are exceptionally well behaved and demonstrate positive attitudes to behaviour. They are curious, concentrate, listen intently and respond positively. Staff celebrate achievement and this positively impacts on children's self-confidence and self-belief.

Safeguarding

The arrangements for safeguarding are effective.

Staff place children's welfare at the heart of their practice. They complete specialised safeguarding packages in all aspects of safeguarding, including keeping children safe online. Staff demonstrate an excellent understanding of their role and take every step they can to keep children as safe as possible. Staff know the action to take if concerns arise and work closely with other professionals and parents to ensure all children are protected and safe. Staff are vigilant in monitoring children's absence. They complete in-depth risk assessments to ensure that the environment is safe. This includes the inspiring trips to the woods.

Setting details

Unique reference number	309677
Local authority	Lancashire
Inspection number	10129248
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	3 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	Fleetwood's Charity Pre-School Committee
Registered person unique reference number	RP518470
Telephone number	01253 810 324
Date of previous inspection	1 October 2015

Information about this early years setting

Fleetwood's Charity Pre-School Group registered in 1997. The setting employs four members of childcare staff who hold appropriate early years qualifications from level 3 to level 5. The manager has early years professional status. The setting opens from Monday to Friday during term time only. Sessions are from 8am until 3.30pm. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Carys Millican

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 children and staff at appropriate times throughout the inspection.
- The manager and the inspector completed a learning walk and a joint observation of staff's practice.
- A meeting was held with the manager. During this meeting, discussions were held about the development of the pre-school, and the inspector looked at a sample of documentation, including staff's suitability checks, assessments and documentation linked to checking children's progress.
- The inspector took into account the views of parents.

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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