Inspection of Sacred Heart Pre-School

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

Inspection date:	29 October 2024

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Staff are kind and reassuring which ensures children feel very welcome. This approach encourages children to form secure attachments with their dedicated keyperson. Children demonstrate that they are happy and safe, they are confident to leave their parents at the door. Staff have a high expectation and a good understanding of each child's learning needs. They adapt activities to support children to make good progress. Staff provide children with many opportunities to develop their physical skills. For example, children navigate an obstacle course of car tyres with the gentle support and reassurance of the staff. Staff skilfully support children and offer their hand for balance and encourage them to have a go themselves. Children squeal with delight when they travel along the tyres independently. This helps to support their large-muscle development and their self-confidence.

Staff provide children with access to a wide range of resources that match their interests and stages of development. Children engage well in their play and show a positive attitude towards their learning. For example, children enjoy discussing their emotions and how they feel. They enjoy observing their facial expressions in mirrors. Staff support children to develop good levels of independence. They support children to chop bananas to eat with their friends at snack time. Children follow good hygiene routines and learn how to handle knives safely. Staff have established good routines that children readily follow.

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

- The intent for the curriculum is clear. Staff plan and implement an ambitious curriculum that is designed to give all children the skills, knowledge and understanding that they need for their future learning. Staff plan enjoyable activities that children are keen to take part in. However, occasionally, staff do not always support children to think for themselves and to express their thoughts and ideas, when they ask children questions. This does not ensure children's critical thinking skills are consistently promoted.
- Staff talk to children as they play. They support, praise and narrate children's actions. However, staff are not always ambitious in the language they use when talking with children to extend their vocabulary more widely. This does not fully support their development of language.
- Children are beginning to manage their own feelings and behaviours, and are starting to understand how these have an impact on others. When children struggle with regulating their behaviour, staff support them. For example, staff encourage children to share and to be kind to their friends. As a result, children are developing a sense of right and wrong.
- Staff are kind, caring and attentive. They notice when children are hungry, upset

or tired, and respond sensitively to their individual needs. Staff ensure that children follow good hygiene routines. For example, children are encouraged to wash their own hands and when they have been to the toilet. This promotes children's independence skills and develops their understanding of healthy routines.

- Staff place a strong focus on helping children to develop their confidence and well-being. They understand the importance of well-planned transitions. Staff gather detailed information about children's backgrounds and developmental starting points. Where children struggle to settle, staff work closely with families to support them. For example, they encourage parents to stay with their children and organise extra visits.The sharing of this information helps children to settle quickly
- Parents speak very highly of the nursery. Staff support children to continue their learning at home. Parents are sent ideas to help them to help their children meet their individual targets. Parents comment that they feel well supported and that staff go above and beyond to help families. This encourages parents to become active educators at home.
- The setting has a clear vision. Staff contribute to the evaluation of the setting's strengths and weaknesses. Staff are observed regularly and provided with ongoing support and training. Staff feel incredibly well supported.
- Staff working with children with special educational needs and/or disabilities are knowledgeable and work closely with parents and other professionals. They provide targeted support to meet children's specific needs. This helps children to make progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to build on ways to ask children more purposeful questions and enhance children's thinking skills
- enhance staff understanding and practice of how to help children to develop a wide and varied vocabulary.

Setting details

Unique reference number	EY318019
Local authority	Lancashire
Inspection number	10355386
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	34
Name of registered person	Sacred Heart Pre-School Committee
Registered person unique reference number	RP525242
Telephone number	07835711921
Date of previous inspection	28 November 2018

Information about this early years setting

Sacred Heart Pre-School was registered in 2005 and is run by a committee. The pre-school employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one at level 4 and four at level 3. The pre-school opens Monday to Friday term time only from 9am to 3.30pm, and offers wraparound care from 7.30am to 9am and 3.30pm to 6pm.

Information about this inspection

Inspector
Emma Barrow

Inspection activities

- The managers and the inspector completed a learning walk together. The managers explained how the nursery is organised and how they plan the curriculum for children.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and the nominated person. She reviewed recruitment processes and essential documents, including suitability checks for staff.
- The inspector carried out joint observations with the managers.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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