

Inspection of Infinity Pre-School

Caton Community Primary School, Broadacre, Lancaster LA2 9NH

Inspection date: 4 May 2022

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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children show they feel safe and flourish in the care of the inspiring staff team. They are extremely motivated to learn and immediately engage in the abundance of stimulating activities. For example, they use a range of fresh and dried herbs such as ginger, basil and rosemary to create their mud kitchen potions. The children show high levels of enthusiasm as they excitedly talk about the smells and the textures they create.

The children show positive attitudes towards their learning and behave impeccably. Older children are developing a high level of emotional intelligence. They have learned to confidently express how they are feeling, such as talking about how and why they feel confused. Within the language-rich environment children confidently take part in back-and-forth interactions forming strong language foundations. During a role-play game of doctors, the children confidently tell the staff how and what they have hurt, while the staff teach them complex words such as stethoscope and x-ray.

Children are developing an understanding of mathematics. They know that two and two make four and can count to one hundred. During a bowling game, the children recognised different numbers of fallen pins without individually counting them. All children, including those with special educational needs and/or disabilities (SEND), make excellent progress.

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

- The highly ambitious and securely embedded curriculum challenges children's learning to the highest level. For example, the children ask with excitement to 'do syllables'. Staff instantly supports this, and the children are extremely engaged and challenged as they learn how to correctly pronounce words such as 'hippopotamus'.
- Children with SEND achieve the best possible outcomes. Referrals for additional support are sent swiftly. Leaders and staff go above and beyond to implement targeted support to ensure children's needs are met. While waiting for the speech and language team, the staff work with parents to implement immediate strategies which have a significant impact. Children with no words when they started at the setting are now confidently saying two- and three-word sentences.
- The manager and team of exceptional practitioners are extremely successful in narrowing the gaps in all children's achievements. All children are supported to excel in their journey to achieve. This is highlighted by the most able children being emergent readers.
- Any additional funding that children are entitled to is carefully used to have the biggest impact. Extra staff have been recruited to give some children one-to-one

support to enable them to fully access the curriculum. This ensures that all children remain deeply focused and engaged in their learning, without distractions.

- Staff benefit greatly from the coaching and mentoring they receive from the excellent manager. Their continued professional development is of high importance. Training links to the needs of the children in order to achieve maximum impact. For example, one member of staff has completed a programme to improve children's outcomes in early language, literacy and mathematics which she cascaded to the rest of the team. The result of this is clear through all interactions with children involving open-ended questions and the introduction of new words throughout. This effectively builds the children's language.
- There is a strong focus on building relationships among the staff team and supporting their well-being. All practitioners shared their individual experiences of the personalised support they have received from the manager, showing an inclusive approach to staff's supervision. This ensures the staff feel valued and supported which in turn has a positive impact on the children.
- Staff are extremely consistent and clear in their high expectations of children's behaviour. They help children to understand how their actions may make others feel. As children interact, they patiently take turns and offer help to their peers. This shows children are developing ways to manage their feelings and behaviours.

Safeguarding

The arrangements for safeguarding are effective.

The setting displays a strong safeguarding culture ensuring it is everyone's responsibility to keep children safe. The manager and practitioners attend regular training. They fully understand how to identify any concerns and follow the referral procedure. All areas within the setting are safe and secure. The manager and staff are aware of any issues in a child's life at home. This enables the team to be alert to any issues of concern.

Setting details

Unique reference number	EY488898
Local authority	Lancashire
Inspection number	10233310
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	32
Name of registered person	Infinity Pre-School Ltd
Registered person unique reference number	RP910784
Telephone number	01524 770104
Date of previous inspection	21 September 2016

Information about this early years setting

Infinity Pre-School Ltd was registered in 2015, is privately owned and is situated within Caton Community Primary School, Lancashire. The manager has a degree and holds early years professional status, two other staff hold appropriate level 6 qualifications and two hold appropriate level 3 qualifications. They have one apprentice working towards a level 2 qualification. The setting is open from 8.00am to 3pm during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Fradsham

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out joint observations both indoors and outdoors to view consistency of practice.
- Parents shared their views of the setting with the inspector.

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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