

# Danebank Community Preschool Limited

Danebank Community Pre School, Danebank Avenue, CREWE, CW2 8AD



## Inspection date

Previous inspection date

3 February 2015

22 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Children with special educational needs and/or disabilities, and those who speak English as an additional language, are well supported by staff. As a result, all children make good progress from their starting points.
- There are good systems in place to monitor children's progress. Staff use these to target individual learning needs and to identify those who do not make the expected progress.
- Staff work alongside parents and other professionals to support children's learning and development. Staff regularly share information about children's progress and suggest ideas of how learning can be further enhanced at home.
- Children know the impact healthy food and exercise have on their bodies and are keen to play outdoors using the pedalled toys and climbing apparatus.
- Recommendations raised during the previous inspection have been addressed to improve the quality of care and education of the children.
- Managers operate robust recruitment and induction procedures to check all staff are suitable to work with children. Staff are well trained in safeguarding and child protection and, consequently, know how to recognise and report signs which may give rise to concerns.

### It is not yet outstanding because:

- Occasionally, staff do not always fully hold the concentration and interest of the youngest children during large group activities.

## What the setting needs to do to improve further

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

- review the organisation and planning of large group activities, in order to fully engage the youngest children for the duration of the activity, for example, by planning shorter group activities for the youngest children.

### Inspection activities

- The inspector looked at a selection of children's assessment files and discussed children's progress with their key person.
- The inspector checked for evidence of the suitability and qualifications of the staff working with the children.
- The inspector observed play and learning activities and spoke to the staff and children indoors and outside.
- The inspector held meetings throughout the inspection with the manager and key persons and looked at and discussed a range of documents, including the pre-school's self-evaluation, policies and procedures.
- The inspector took account of the views of the parents and children spoken to on the day.

### Inspector

Karen Laycock

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are confident and happy in the pre-school. They make good use of the environment, which supports them to explore and make choices about what they want to do. In the book corner, children are encouraged to retell the story themselves and they eagerly give their version. This shows that children are active and motivated learners who take control of their own play agendas. Younger children develop their creative skills as they explore freely available craft resources. Older children develop their physical skills as they use tools to create clothes for their dolls using soft dough. Consequently, they relish learning and make good progress in all areas of learning and development. Staff allow children time to think and respond to questions, which motivates children's thinking and promotes their communication and language skills. However, occasionally, younger children do not always fully maintain interest during some of the large group activities.

### **The contribution of the early years provision to the well-being of children is good**

Key persons help children to make secure emotional attachments. Staff have high expectations of children's behaviour, and so children are very well-behaved. Staff support children to identify risks in the environment. For example, staff teach children to use tools safely, such as scissors during art and craft activities. Consequently, children are learning how to minimise dangers and keep themselves safe. Staff encourage children to 'have a go' and keep trying until they succeed as they try to dress themselves. This builds children's self-esteem and helps them develop some of the necessary skills ready for school. Staff understand that children become engrossed in their play, and so give five minute warnings to prepare them before tidying up. They sing a 'tidy up' song to motivate children and help them understand the routine. Children experience sociable mealtimes and learn good manners. At all times, children can help themselves to fresh water when they are thirsty. Records are well maintained for accidents and administering medication. Consequently, children's safety and well-being are promoted.

### **The effectiveness of the leadership and management of the early years provision is good**

Staff successfully foster an appreciation of, and respect for, children's own or other cultures. They include all families as they teach children about different cultural and religious traditions. Children's home language is respected and used in the pre-school by the staff. This helps children to settle into the pre-school and makes learning easier. Management identify training needs to encourage and promote professional development. Staff are monitored and under performance is tackled effectively. Staff work well with local schools to promote children's learning. They are committed to continuous improvement through reflective practice. They listen carefully to children and encourage them to express their likes and dislikes during group discussions and everyday conversations. Children comment, 'we love coming here', 'I like to do lots' and 'everyone is kind'.

## Setting details

<b>Unique reference number</b>	EY426534
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1003583
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Danebank Community Preschool Limited
<b>Date of previous inspection</b>	22 March 2012
<b>Telephone number</b>	01270 668802

Danebank Community Preschool Limited was registered in 1987. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 5. It opens from Monday to Friday, during term time only, from 8am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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