

# Manifold Pre-School

Manifold County Primary School, Warslow, BUXTON, Derbyshire, SK17 0JR



<b>Inspection date</b>	10 February 2015
Previous inspection date	21 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children make good progress. Staff are skilled and knowledgeable about how children learn and provide a wide range of well-organised, stimulating activities for the children to choose from.
- Staff regularly observe children to identify their next steps in learning and plan challenging activities appropriate for their age and stage of development. They complete accurate assessments and track children's progress to ensure they receive additional support should it be required.
- Children are happy and well-behaved in this small and friendly pre-school.
- Children are kept safe in the pre-school. There are very good systems of assessing risk, checking staff suitability and staff implement clear policies on safeguarding children.
- Leaders and managers regularly evaluate the strengths and weaknesses of the provision. They implement timely action plans, which ensure the continuous development of the pre-school.

### It is not yet outstanding because:

- Children do not have regular opportunities to develop their early phonic skills to help them gain an understanding of linking sounds to letters.
- Strategies to encourage the sharing of ongoing information with parents about their children's learning have not been fully explored.

## What the setting needs to do to improve further

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

- enhance children's listening skills, their understanding of rhyme and ability to link sounds to letters by introducing regular activities, which build on what they already know and can do
- extend strategies to encourage all parents to engage in their children's learning in the pre-school and at home.

### Inspection activities

- The inspector observed play and learning activities and spoke to staff and children.
- The inspector looked at documentation, including children's learning journeys, staff planning and nursery policies. She also checked evidence of staff qualifications and suitability checks.
- The inspector spoke to parents to obtain their views on the pre-school.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to the committee chairperson.

### Inspector

Dawn Robinson

## Inspection findings

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

Staff know the children well and share information to ensure each child's next steps are identified and incorporated into the planning. There is a good balance of adult-led and child-initiated activities, which motivate and extend children's learning and development. Children enjoy joining in with stories and rhymes using puppets and other props, which provide visual cues and support their understanding. The next steps for individual children are targeted as staff enthusiastically encourage them to carefully count the frogs on the log. Children learn to listen and join in with rhymes. However, activities do not always extend children's learning by building on these early phonic skills with regularity. Opportunities are provided for children to fill and empty containers of different shapes and sizes in the water tray. This supports their physical development and understanding of shape and capacity. Children use their imagination as they play in the role-play area with doctor's sets and dolls. They take turns and cooperate with each other. As a result, children learn skills, which prepare them for school.

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

Children are able to independently and easily access activities of their choice because resources are well-organised and attractively displayed. Children are motivated, behave well and respond to the clear instructions they are given by staff. There is a structured routine displayed visually to support the children. Transitions to other settings and school are efficient. There is a good sharing of information. Children become familiar with staff and other areas of the school, such as having their snack in the dining hall. They gain a sense of belonging as each child places their photograph and name card on a board to indicate they are present. Children enjoy playing outside on the wheeled toys and practise throwing bean bags into a basket with increasing accuracy. They have opportunities to further develop their physical skills when they use the climbing equipment in the school playground, under close supervision.

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

There is a good understanding of the learning and development requirements. There are systems in place to monitor children's progress and ensure any children who require support are provided with the help they need. Staff know how to protect children from harm. The premises are safe and secure with effective policies and procedures. Parent partnerships are valued and staff are highly praised by parents for their accurate assessments of their children's progress. Opportunities to share children's achievements at the pre-school and at home are in the early stages. Parents receive newsletters and are invited to a coffee morning to discuss their child's progress with their key person. However, there is scope to further develop strategies to engage parents to support their children's learning at home. Staff appraisals and identified training has a clear impact on practice in the pre-school. This supports the continuous improvements made by the pre-school since their last inspection.

## Setting details

<b>Unique reference number</b>	218188
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	865720
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Manifold Pre-School Committee
<b>Date of previous inspection</b>	21 March 2011
<b>Telephone number</b>	01298 84320

The pre-school was registered in 1992. It employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one member of staff holds an appropriate early years qualifications at level 2. The pre-school opens, from Monday to Friday term time only. Sessions are from 9am until 12pm, with a lunchtime club that operates, from 12pm until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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