

Delph Pre-School

Delph CP School, Denshaw Road, Delph, Oldham, Lancashire, OL3 5HN



Inspection date

26 February 2015

Previous inspection date

14 September 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good. Staff understand how children learn and plan a range of exciting activities that children enjoy. Consequently, children are motivated and enthusiastic learners and are making very good progress across all areas of learning.
- Daily access to the rich and stimulating natural outdoor environment and equipment enables children to develop their physical skills and their understanding of how to manage their risk and safety.
- Children receive excellent levels of support to develop their independence and to promote their emotional well-being. Staff value children and offer praise and encouragement. This means that children are self-assured, confident and display high levels of self-esteem.
- The manager leads her team of staff well. They have strong relationships with children and work closely with parents to promote children's development. Parents speak highly of staff and appreciate both the quality of teaching and the care provided.

It is not yet outstanding because:

- Adult-led activities provided for older and more able children do not always challenge their thinking and knowledge to support them to achieve to their full potential.
- Opportunities for children to further enhance their learning outdoors have yet to be fully embraced, for example, by providing resources in the outdoor environment to promote their literacy development.

What the setting needs to do to improve further

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

- strengthen planning of structured, adult-led activities for older and more able children to continually challenge them and maximise their learning
- enhance the educational programme for communication, language and literacy even further, for example, by displaying and using print and images in the outdoor environment.

Inspection activities

- The inspector observed activities in the pre-school and outdoors.
- The inspector spoke to staff and gained the views of parents.
- The inspector conducted a joint observation and held a meeting with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and reviewed the pre-school's self-evaluation and action plans.

Inspector

Layla Clarke

Inspection findings

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

Children's creativity and critical thinking skills are promoted well as staff provide exciting materials and resources for children to construct and create with. Staff provide opportunities for children to develop their skills in readiness for school, as they practice early writing skills and promote counting during daily activities. However, staff do not consistently offer more structured, adult-led activities to challenge the older and more able children, to promote their learning to the highest level. The effective deployment of staff means they are available to listen with interest to children and ask purposeful questions. This allows children opportunities to think about and formulate a response. The indoor environment has words and numbers attractively displayed to promote children's understanding that print and images carry meaning. However, this does not yet stretch to the outdoor area to further support the literacy development of children who may prefer to learn outdoors.

The contribution of the early years provision to the well-being of children is outstanding

Staff are excellent role models and they play with children, promoting sharing and taking turns. Children form strong attachments with their key person and quickly understand what behaviour is acceptable. Children play co-operatively and their independence is very well developed. For example, older children help younger children to use the remote control cars. Staff support children in order to develop their self-control and self-regulation. For example, children are aware that when they hear the bell they have five minutes left to play. Furthermore, children independently use the dustpan and brush to tidy up after the session. Snack time is organised very well and staff allow even the youngest children to develop their understanding of how to manage their health and hygiene. Staff take children on weekly visits to the school hall for the 'wobble session' where they develop an understanding of the effect that exercise has on their bodies. This also means that the transfer to school is supported extremely well as children become familiar with the school environment.

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

The manager understands her responsibility in meeting the requirements of the Early Years Foundation Stage. Safeguarding is given high priority. Policies and procedures are implemented to ensure that children are kept safe. All staff benefit from child protection training and are confident in what to do should they have concerns about children's welfare. Children are monitored to ensure they continue to make good progress. The manager and Reception class teacher work together to ensure that the move to school is handled sensitively. Staff receive good support from the manager through one-to-ones, appraisals and regular training. They are confident to continue to meet children's needs through their gained knowledge and qualifications. Staff, parents and children contribute to clear actions plans for improvement, which are used effectively to continue to raise the already good quality of the pre-school.

Setting details

Unique reference number	300976
Local authority	Oldham
Inspection number	871675
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	30
Name of provider	Delph Primary School Governing Body
Date of previous inspection	14 September 2009
Telephone number	01457 874 400

Delph Pre-School was registered in 1997 and operates from a classroom within Delph Primary School. The pre-school is open every weekday morning during term-time and Wednesday and Thursday afternoons. Morning sessions run from 9am to 12noon and afternoon sessions from 1pm until 3.30pm. The pre-school employs four members of staff. Of these, one holds a recognised qualification at level 3, two hold recognised early years qualifications at level 2 and the manager holds Qualified Teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

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