

Barton Clough Pre-School

Audley Avenue, Stretford, Manchester, M32 9TG



Inspection date

3 March 2015

Previous inspection date

10 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff provide appropriate levels of challenge and plan tailored learning experiences. Consequently, all children including those with special educational needs and/or disabilities are very well prepared for the next stage in their learning or school.
- Partnerships with parents and other agencies are highly effective in supporting a consistent approach to children's learning. Parents are kept very well informed regarding their child's time at the pre-school and children's needs are met well.
- Children are confident, happy and settled. They enjoy the stimulating, child-friendly surroundings and the attentive support from staff; who skilfully promote each child's high levels of self-esteem and growing independence.
- The management and staff are committed to safeguarding children. They fully understand their roles and responsibilities and the procedures to follow should they have any concerns. This effectively contributes to children's well-being.
- The manager and staff have a clear understanding of the strengths and weaknesses of the pre-school and this has allowed them to make significant improvements since the last inspection and secure positive outcomes for all children.

It is not yet outstanding because:

- Occasionally staff do not make the most of spontaneous opportunities to extend children's learning by following their interests or ideas and encouraging them to further develop their critical-thinking skills.
- Staff do not always plan opportunities for children to practise writing and making marks in the outdoor area to further support their emerging literacy skills.

What the setting needs to do to improve further

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

- extend children's critical-thinking skills even further when spontaneous opportunities are presented, for example, by extending opportunities for children to explore and investigate things that interest them
- provide a range of resources, in the outdoor environment, for children to practise making marks for different purposes.

Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the owner/manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the pre-school, when appropriate.
- The inspector carried out an interview with the manager and looked at a range of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Julie Jones

Inspection findings

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

Staff ensure that planned activities are accessible and tailored to support the individual learning and development needs of all children. For example, older children enjoy the sensory experience of exploring scented dough, they confidently talk about the smell and texture and staff encourage them to practise using words to describe their actions such as chop and squeeze. Younger children benefit from small focused activities, with their key person, to promote their language and communication skills such as, sharing books. However, on occasions staff do not always make the most of spontaneous opportunities to further challenge children's ideas and develop their critical-thinking skills. For example, at snack time, staff missed opportunities to extend children's learning even further when the children were talking about the shape of their fruit. Children develop good physical skills. They spend lots of time outdoors where they develop good balance and control of their bodies as they push each other around on wheeled toys and challenge themselves as they climb up the ladder of the slide. However, resources to enable children to write or make marks are not always available in the outdoor area and this means children have fewer opportunities to practise their literacy skills outside.

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

A well-established key-person system helps the children to form very good bonds with the staff in the pre-school. The key person gathers 'All about me' information from parents before children start, which is used well to help children settle quickly. This promotes their emotional well-being, giving them the confidence to learn. Staff have very high expectations of all children, they reminded them to share and take turns with resources and offer continual praise and encouragement. Consequently, children are developing excellent social skills. Staff effectively prioritise children's safety and well-being, which ensures that children have an enjoyable and happy time at the pre-school. Children are supported to develop a good understanding of the importance of a healthy diet; they are offered healthy and nutritious snacks that meet their individual dietary requirements.

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

The manager has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Secure arrangements are in place for the recruitment of staff and all are vetted to ensure they are safe to care for children. The manager has implemented a robust induction process and regular supervision, training and mentoring opportunities. Therefore, all staff, including those who are less experienced, are very well supported. The manager and staff team work together to continually reflect on ways to improve the quality of the pre-school and implement change to ensure children continue to make consistently good progress. Parents commented, on the day of inspection, that they have excellent partnerships with the staff and that they are very happy with the quality of care and education that their children receive and that their children are making very good progress.

Setting details

Unique reference number	EY287424
Local authority	Trafford
Inspection number	820053
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	119
Name of provider	Alison Mary Glasgow
Date of previous inspection	10 October 2011
Telephone number	0161 748 5755

Barton Clough Pre-School was registered in 2004. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 5. One member of staff holds an appropriate qualification at level 4. Four members of staff hold appropriate qualifications at level 3 and three members of staff hold appropriate early years qualifications at level 2. The pre-school operates each Monday to Friday from 8.45am to 3.15pm during term time only. The out of school club operates from 7.45am to 8.55am and from 3.15pm to 5.45pm during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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