

Bruntwood Pre-School LTD



198 Bruntwood Lane, Cheadle Hulme, CHEADLE, Cheshire, SK8 6BE

Inspection date

10 March 2015

Previous inspection date

13 September 2011

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		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

- Regular observations and assessments complement the planning. Children's next steps for learning are clearly identified and used to provide children with a range of challenging activities. As a result, children make good progress.
- Staff are good role models. They deploy themselves well, ensuring that children are supported in their learning. Staff have a good understanding of when to provide children with extra support and when to leave them to consolidate their learning.
- Children are introduced to healthy lifestyles through nutritious snacks and drinks. Children have regular access to the outdoor environment and staff talk to the children about changes that occur to their bodies when they exercise.
- Staff have a good understanding of safeguarding. They are aware of the procedures they must follow should they have concerns about the safety of a child.
- Effective self-evaluation is used to support and enhance the provision. Areas for improvement are clearly identified and actions planned. Mandatory training is prioritised and additional training is used to support identified areas for improvement and staff professional development.

It is not yet outstanding because:

- While a good range of information is gathered from parents on entry to the setting, it does not focus sufficiently enough on children's capabilities and skills. Therefore, initial starting point assessments do not always provide staff with precise knowledge and understanding of children's prior learning.
- Partnerships with other providers are not yet fully embedded into practice to ensure consistency in children's learning and development.

What the setting needs to do to improve further

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

- improve the information gathered from parents on entry to the setting, to ensure initial starting point assessments accurately reflect children's capabilities and achievements
- improve the relationships with other providers to ensure that the needs of the children are consistently met, particularly for those who attend more than one setting.

Inspection activities

- The inspector observed activities in the main playroom, as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the owner to evaluate the quality of teaching.
- The inspector held a meeting with the manager and looked at documentation, such as policies and procedures and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to in the day of the inspection.

Inspector

Lynsey Hurst

Inspection findings

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

Staff have a good understanding of how children learn and develop. They provide children with a good range of activities that support their all-round development and progress towards the early learning goals. This helps to prepare them for their move to school. Planning ensures that children have access to activities that cover all seven areas of learning. Overall, partnerships with parents are good. Parents share information on entry to the setting regarding their children's interests, likes and dislikes, and some information about their prior learning. However, this information is not robust enough to ensure that children are provided with activities that build on from their prior learning as soon as they start at the setting. Children are given time to explore and experiment in their play and are motivated learners. The quality of teaching is good. Experienced staff adapt activities to meet the differing needs of the children. This ensures that children's individual needs are met. For example, when playing dominoes, staff challenge and stretch individual children's learning through questioning, role modelling and introducing more difficult concepts, such as adding.

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

Children are encouraged to take risks and have a go, while being supported by staff who remind them about the safety of themselves and others. Staff have a good understanding of how to support children in their preparation for school. They support their independence skills and encourage children to manage their personal hygiene needs appropriately for their age. Relationships between the staff and children are strong. Children separate from their parents with ease and quickly settle down to play. Children are well behaved and staff use positive praise to support children's understanding of expectations. The environment, both inside and outside, is well resourced and encourages children to make independent choices within their play.

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

The management team has a good understanding of their roles and responsibilities. The curriculum is monitored regularly to ensure the needs of the children are met. Mathematical development was highlighted, through tracking of children's development, as an area for improvement. As a result, staff attended training and have implemented changes in routines to accommodate the use of mathematical activities on a daily basis. Tracking and monitoring of children's progress ensures that their development is supported well and any gaps are identified quickly and interventions sought. A good range of policies and procedures support staff in their practice and ensure that children are kept safe and protected from harm. Effective partnerships with other settings are not yet fully embedded to support children's needs consistently, particularly for those children who attend two settings.

Setting details

Unique reference number	EY361731
Local authority	Stockport
Inspection number	873609
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	34
Name of provider	Bruntwood Pre-School Limited
Date of previous inspection	13 September 2011
Telephone number	0161 4858132

Bruntwood Pre-School LTD was registered in 2007. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The pre-school opens from Monday to Friday term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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