

Benchill Primary School PreSchool



BENCHILL PRIMARY SCHOOL, Benchill Road, Manchester, M22 8EJ

Inspection date

18 March 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Home visits enable parents to share detailed information about their child's individual care and learning needs. This means that children's emotional well-being is supported well and staff are able to plan challenging activities right from day one.
- Leadership is strong and the manager is supported by a highly committed staff team. All share a clear vision to achieve the best possible outcomes for children. They use effective self-evaluation that takes into account the opinions of staff, parents and children to drive improvements.
- The qualifications and strong teaching skills of staff support all children to make good progress across all areas of learning.
- Partnerships with parents are strong. Parents are actively encouraged to contribute to their child's ongoing learning. Effective strategies mean they are able to share their children's interests and home learning for staff to contribute to children's planning.
- Children remain safe because the manager and staff have a thorough understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are confident with the procedure to follow, should they have concerns about children's welfare.

It is not yet outstanding because:

- Children enjoy daily outdoor play experiences. However, staff do not always use outdoor play time effectively, to further promote children's progress across the seven areas of learning.
- Opportunities for younger children to develop their independence to the utmost are not fully implemented at snack and meal times.

What the setting needs to do to improve further

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

- deliver consistently strong teaching and learning opportunities outdoors, for example, by providing a wider variety of stimulating activities and experiences, and by always engaging purposefully with children to support their progress across the seven areas of learning
- develop further opportunities for younger children to increase their independence and to take a more active role during snack time, such as pouring their own drinks and being involved in the preparation of and serving their own food.

Inspection activities

- The inspector observed activities in the pre-school rooms and outdoors.
- The inspector conducted a joint observation and held a meeting with the manager.
- The inspector spoke to staff, children and gained the views of parents.
- 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

The overall quality of teaching is good. Staff create a welcoming and stimulating environment, and plan a variety of experiences that follow children's interests. This results in all children displaying high levels of confidence and motivation, as they enjoy the activities on offer and are eager to 'have a go'. Staff effectively use strategies to support children's communication and language skills. These include reinforcing key words and modelling correct pronunciation. During a group activity, staff skilfully promote children's mathematical understanding as they introduce colours, numbers and encourage children to count the corners of wooden shapes. These activities support all children, including children who speak English as an additional language and children with special educational needs and/or disabilities, to develop the skills necessary for their next stages in learning and the transfer to school.

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

The outdoor area is well equipped and stimulating, for example, it boasts a 'bug garden' and a mud kitchen. Children are able to experience daily fresh air, which promotes their physical health. However, during outdoor play times, staff supervision is strong, but they do not always engage purposefully with children, as they enjoy using the resources. This means that there are some missed opportunities to promote all areas of learning and development outdoors. Nonetheless, staff support children very well when they are climbing and balancing. Consequently, they have good opportunities to challenge themselves, take risks in their play and develop an awareness of safety. Children are beginning to learn about healthy lifestyles and know to wash their hands before meals. Children benefit from a well-balanced diet of meals and snacks, and dietary requirements are very well managed. However, while older children use the nursery school dining hall and choose their meals independently, staff hand out fruit and pour drinks for younger children. This results in missed opportunities for younger children to develop their independence further.

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

Leaders and managers have a secure understanding of the learning and development requirements. There is a thorough monitoring system and overview of children's development. This means that additional support can be swiftly implemented to narrow any gaps in children's learning. Staff access a wealth of training and benefit from support and mentoring from the manager. Furthermore, they are able to observe each other to share best practice. This means they are suitably qualified to meet all children's needs and teaching is strong. Partnerships with parents and external agencies are highly valued and staff are confident to seek support when required. Parents speak extremely highly of the pre-school staff and comment they feel like they are leaving their children with friends. Partnership with the host school is strong and a consistent approach is adopted. This means that everyone involved work together to help children to make good progress.

Setting details

Unique reference number	EY469401
Local authority	Manchester
Inspection number	1008524
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	30
Name of provider	Benchill Primary School Governing Body
Date of previous inspection	Not applicable
Telephone number	01619983075

Benchill Primary School Pre-School was registered in 2013. It is situated in two rooms within Benchill Primary School in Manchester. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one member of staff holds a level 4 qualification. The pre-school opens Monday to Friday, 8.45am until 3.15pm, term time only. The pre-school provides funded early years education for two- three- and four-year old children. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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