

# Heyside Pre-School

St. Marks Church Hall, Oldham Road, Heyside, Royton, Oldham, OL2 6LY



<b>Inspection date</b>	20 March 2015
Previous inspection date	2 October 2009

<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 are extremely happy and settled in the pre-school. The caring and friendly staff are committed to providing a warm and welcoming place for children to explore. They transform the hall into a stimulating environment where children feel emotionally secure and are motivated to learn.
- Staff have a good understanding of the different ways that children learn and plan interesting activities that children enjoy. They use observations and assessments effectively, to promote children's development. As a result, children make good progress and develop the skills needed for their future learning and school.
- The manager and staff have a thorough understanding of their role in protecting children's welfare. Strong safeguarding procedures include effective staff deployment and daily risk assessments. This means that children are able to explore and play safely.
- Staff work in partnership with external agencies. This means that all children, including children who speak English as an additional language and children with special educational needs and/or disabilities, are supported in their learning and development.
- The management team offer valuable support to staff. They benefit from effective mentoring, coaching and appraisals. Furthermore, staff access regular training and are able to update their qualifications, knowledge and skills. This has a positive impact on the experiences provided for all children.

### It is not yet outstanding because:

- Staff do not maximise children's learning to the utmost by providing numbers, symbols and words outdoors.
- Strategies to involve all parents in children's ongoing learning are not always successful.

## What the setting needs to do to improve further

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

- provide opportunities for children to recognise numbers and understand that print carries meaning, when playing outdoors
- find further ways to encourage all parents to be involved in their children's ongoing learning.

### Inspection activities

- The inspector observed activities in the pre-school and outdoors.
- The inspector conducted a joint observation with the deputy manager and held a meeting with the manager.
- The inspector spoke to staff and 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**

Children have fun and enjoy their time in this vibrant and stimulating pre-school. Staff skilfully adapt activities to capture children's interests, build on what they already can do and challenge them further. For example, during a sensory activity where children explore dough, staff provide additional resources, including feathers, asking children 'How does it feel?' to extend their thinking and vocabulary. They use flash cards, for example of a ladybird, to extend children's counting skills, asking them 'How many spots?' Staff ensure that the activity is meaningful, as they ask direct questions tailored to each child's specific needs. This means that all children are eager to take part and are supported to reach their next steps in learning. All resources are accessible to children and are clearly labelled with pictures and text. This promotes their independence and self-esteem. However, while the indoors is rich with print, numbers and words, there are no examples outside for children, to enhance their recognition of numbers and text.

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

Children have daily opportunities to access the outdoors for fresh air and exercise. This supports their physical health and well-being. Outdoor play opportunities are well planned. Older children explore their surroundings as staff provide magnifying glasses for them to investigate. This promotes their understanding of the world, as they delight in collecting snails and worms. Staff promote younger children's awareness of safety, which helps to develop their confidence. They support them to climb down the steps, offering guidance when required, but allowing them to have a go for themselves. Staff use effective methods to promote children's awareness of hygiene practices. For example, children complete a hand-washing chart before eating. During snack time staff explain to children about healthy foods and use the opportunity for further learning, as they discuss the properties of the fruits and the benefits of eating a healthy diet. Furthermore, parents are kept informed about healthy food options for packed lunches. This contributes to their healthy lifestyles.

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

The manager and staff complete thorough self-evaluation and use feedback from parents and children to ensure that everyone's views are acknowledged. This promotes a shared approach and commitment to making ongoing improvements. The management team have a secure understanding of the learning and development requirements. They monitor children's development and the planning of activities. This means any underachievement can be quickly addressed and effective strategies implemented, to promote all children's progress across the seven areas of learning. Staff use a range of strategies to involve parents in their children's development, for example, through the use of wow tickets and a take home teddy. However, strategies to involve all parents in their children's ongoing learning are not always successful. Nonetheless, parents are extremely complimentary about the pre-school staff and express their satisfaction about the service provided.

## Setting details

<b>Unique reference number</b>	508047
<b>Local authority</b>	Oldham
<b>Inspection number</b>	869342
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Heyside Pre-School
<b>Date of previous inspection</b>	2 October 2009
<b>Telephone number</b>	01706 847 175

Heyside Pre-School registered in 1995. It operates from rooms within St Mark's Church Hall, which is on the outskirts of Royton near Oldham. Children have access to an enclosed outdoor play area. The pre-school is open weekdays during term time from 8am to 6pm. The pre-school provides funded early years education for two-, three- and four-year-old children. There are seven members of staff, six of whom hold appropriate early years qualifications. 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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