

Heaton Manor Pre-School

c/o Heaton Manor School, Jesmond Park West, Newcastle upon Tyne, Tyne and Wear, NE7 7DP



Inspection date	30 April 2015
Previous inspection date	10 May 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

- The quality of teaching is good because staff provide children with a varied range of interesting and challenging activities. As a result, children are engaged and motivated to learn.
- Staff work closely with parents, external agencies and other professionals to ensure children who speak English as an additional language are well supported. Therefore, all children make good progress because effective strategies are in place to meet their individual needs.
- The environment is warm, friendly and homely, which means children have a good sense of self and belonging. Consequently, children's emotional well-being is effectively promoted because they are happy and content within their surroundings.
- Staff have developed good links with the local primary schools and work in partnership with teachers. This ensures children are well prepared for the future move on to the next stage in their learning.
- The manager encourages staff to further their professional development as they participate in regular team meetings and attend relevant training courses. In addition, staff are well qualified, which means they have a good understanding of the requirements of the Early Years Foundation Stage.

It is not yet outstanding because:

- Staff do not always ensure parents contribute to the initial assessments of children's starting points on entry to the setting, in order to obtain a complete picture of children's learning and development.
- Occasionally, staff do not make effective use of daily routines to develop children's independence skills.

What the setting needs to do to improve further

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

- obtain more detailed information from parents about their children's capabilities on entry to the setting, to inform initial assessments and promote more rapid progress from the outset
- encourage children to develop their independence skills during snack time, for example, by allowing them to prepare their own food and pour their own drinks.

Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of 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 children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

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

Staff complete regular observations, assessments and tracking documents on children to ensure they are progressing well across all seven areas of learning. Children's individual needs and interests are effectively followed and extended by staff. As a result, children are gaining the necessary skills needed for school. Children develop their creativity and express their own ideas as they take part in painting and mark-making activities. They show excitement as they participate in a group story time, which promotes their personal, social and emotional development. Staff successfully support children's physical development as they use large indoor equipment, including stepping stones, balancing beams and a slide. This enables children to take appropriate risks and understand the importance of being active. Staff encourage parents to be involved in their children's learning and development. For example, they are asked to give feedback through learning journey files and share children's achievements through the use of a home book. This ensures parents feel valued and respected. However, information gathered when children first start attending the setting is inconsistent because staff do not always encourage all parents to share what their children can already do. This means staff are unable to use this information to help them to establish children's starting points.

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

Staff know the children extremely well as the setting is small in size. This means children form secure attachments and develop positive relationships with staff and their peers. Children behave well because they fully understand the boundaries and expectations. Staff offer support, guidance and reassurance to children, which effectively develops their confidence and self-esteem. Healthy lifestyles are promoted as staff follow good hygiene practices and provide children with a selection of nutritious snacks. However, children have fewer opportunities to develop their independence skills during snack time because staff do not always encourage them to prepare their own food and pour their own drinks. Staff reinforce the importance of safety throughout children's activities and daily routines. For example, children take part in regular fire evacuations to ensure they understand how to keep themselves safe.

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

The manager and staff have a good understanding of how to effectively safeguard children in their care. They are fully aware of their responsibilities and know the procedures to follow if they have any concerns. This is further supported as staff implement a range of written policies, procedures and risk assessments to ensure children are safe and secure at all times. Staff are deployed well within the setting and ratios are consistently met. As a result, children are effectively supervised to maintain their well-being. The manager and staff work well together as a team and use self-evaluation to identify strengths and areas for future development. This shows a good commitment to continuous improvement.

Setting details

Unique reference number	319192
Local authority	Newcastle
Inspection number	855294
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	18
Number of children on roll	14
Name of provider	Heaton Manor Pre-School Committee
Date of previous inspection	10 May 2011
Telephone number	0191 281 8486 ext 2190

Heaton Manor Pre-School was registered in 1992. The setting employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one staff member who holds Qualified Teacher Status. The setting opens Monday to Friday, during school term time. Sessions are from 9.15am until 12.15pm on Monday, Thursday and Friday, and from 9.15am until 1.15pm on Tuesday and Wednesday. The setting receives funding for the provision of early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language.

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