

Beauchief Pre-school

Beauchief Baptist Church Hall, Hutcliffe Wood Road, Sheffield, South Yorkshire, S8 0EY



Inspection date	1 June 2015
Previous inspection date	18 January 2010

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 across the pre-school is good. All children make good progress in their learning. This includes the children who have special educational needs and/or disabilities, and who speak English as an additional language.
- Staff provide a stimulating and exciting range of learning opportunities which are based on children's interests. This means children develop skills in readiness for school.
- There is an effective key-person system in place. Children form good relationships with staff, this supports their emotional well-being and encourages independence.
- Staff are well trained in safeguarding and child protection. They have a good understanding of how to recognise signs of abuse, which may give rise to concerns about a child's welfare. Staff help children to be aware of safety issues and explain things to them carefully.
- Staff have positive relationships with parents. Staff keep them well informed on a daily basis and invite parents to regular reviews to discuss their child's progress. This ensures parents are effectively involved in their child's learning.

It is not yet outstanding because:

- Staff do not always provide a rich range of activities and experiences for children outdoors.
- Children do not always have opportunities to independently explore their interests in using information and communication technology resources.

What the setting needs to do to improve further

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

- improve learning experiences for children who prefer to learn outdoors, for example, by providing a richer and more varied outdoor learning environment
- increase opportunities for children to use and explore information and communication technology resources.

Inspection activities

- The inspector spoke to members of staff and children at appropriate times during the inspection, and held meetings with the manager of the provision.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a range of documentation, including children's records, evidence of the suitability and qualifications of staff. She also looked at a sample of policies and procedures.
- The inspector viewed all parts of the pre-school accessed by children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.

Inspector

Jane Rushby

Inspection findings

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

Well-qualified staff have a secure understanding of how children learn. Through detailed observation and assessment processes, staff are able to clearly identify children who require extra help or support in their learning. Consequently, children make good progress across all areas of learning and development. Partnerships with other professionals and early years settings children attend are strong. Therefore, continuity of children's care and learning are promoted effectively. Staff provide a wide range of resources indoors, enabling children to explore and investigate. They do not always offer the same rich variety in the outdoor area, in order to fully support children who prefer to learn outside. Therefore, children are not always able to extend their learning outdoors. Children are developing good skills in mathematics. Children relish planting sunflower seeds to take home and grow. They carefully count the seeds as they put them in the pot, and talk about how big their sunflower might grow. They estimate how many times it will need watering to enable it to grow. Children show an interest in how things work. However, they do not have enough opportunities to use computers and programmable toys to extend this interest.

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

Children develop strong relationships with staff and make friendships with each other. Staff are good role models for children and encourage them to behave in a positive manner. They offer regular reminders about being kind to each other. Parents speak very highly of the pre-school. Staff work hard to get to know the children's different languages and cultures, and incorporate this into their everyday practice. Children are very independent. They confidently put on their coats and boots for playing outdoors, and know why they need to wash their hands before eating. Children and staff discuss which food is good for them at snack time, promoting their understanding of healthy eating. Children are confident and motivated to learn, as staff encourage them to help themselves to toys and resources. Children enjoy helping to tidy up at the end of the session.

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

The manager and staff have a clear understanding of their responsibilities in meeting all the requirements. Secure recruitment, induction and appraisal procedures contribute to ensuring all staff are suitable to work with the children. Staff's continual professional development is valued. Their training needs are identified to promote their skills, which helps improve the quality of teaching and learning. As a result, children make good progress. In addition, managers share ideas for good practice with other early years settings as a means of promoting continuous development for the pre-school. The manager and staff regularly evaluate the provision. This encourages the staff team to talk on a daily basis, to highlight any issues that arise and decide on the action to take. Staff share detailed information with parents on a regular basis, including ways that parents can promote learning further at home.

Setting details

Unique reference number	300716
Local authority	Sheffield
Inspection number	867256
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	36
Name of provider	Beauchief Pre-school Committee
Date of previous inspection	18 January 2010
Telephone number	07974473027 or 01142746930

Beauchief Pre-school is community run, which opened in 1969. The pre-school is open on Monday and Friday from 9am to 12 noon, and from 9am until 2.45pm on Tuesday and Wednesday, during term time only. There are six members of staff who work with the children. Of whom, four hold appropriate early years qualifications at levels 2 and 3; one at level 5 and one holds Qualified Teacher Status. 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, and children who speak English as an additional language.

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