

# Christopher Robyn Pre-School

St Alban's Church Hall, St Simon's Close, Offerton, SK2 5AG



## Inspection date

10 June 2015

Previous inspection date

18 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection staff have focused strongly on developing effective planning and assessment systems. Their assessments of children are precise and staff accurately identify what children need to learn next. As a result, all children make good progress in their learning.
- Children are fully safeguarded. Staff are knowledgeable of child protection procedures. They are committed to minimising risks of harm to children.
- The manager demonstrates a thorough understanding of how regular monitoring and self-evaluation supports continuous improvement. As a result, supervision strategies, which are used to improve teaching and evaluate the performance of staff, are fully embedded.
- Staff work closely with parents and other professionals to support children's care and learning needs, including those children with special educational needs and/or disabilities. As a result, children benefit from a consistent approach to having their needs met.
- There is a well-established and robust key-person system and staff have formed close bonds with children. This effectively promotes children's emotional well-being.

### It is not yet outstanding because:

- On occasions, routines are not organised as well as they could be and some children become restless when moving between activities.
- Children are not always encouraged to listen to one another during their discussions with staff.

## **What the setting needs to do to improve further**

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

- organise routines so they run more smoothly when moving between activities, so children are fully engaged in learning at all times
- maximise the opportunities for children to make contributions during their discussions with staff, for example, by consistently encouraging children to listen to each other.

## **Inspection activities**

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents from their written feedback.
- The inspector checked evidence of the suitability of staff working in the play group and looked at a range of other documentation, including policies and procedures.
- The inspector looked at children's learning records, planning documentation and discussed the provider's improvement plans.

**Inspector**  
Helen Gaze

## Inspection findings

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

Children's learning is promoted well by qualified and experienced staff. They plan good quality learning experiences that engage and motivate children. As a result, children develop a good range of skills and attitudes that promote their future learning. For example, staff regularly take children on visits in the local community to develop their growing interest of where they live. Staff skilfully extend this by using pictures of different places people live, such as bungalows, caravans and flats. This develops children's understanding of the wider world. Children enjoy the good opportunities available to develop their early-writing skills. They use paintbrushes and water to make marks on the walls outdoors. Staff build children's enthusiasm for mathematics. They use every opportunity to count and use mathematical language in their interactions with children. For example, as children dig in the soil, staff encourage them to count the treasure they have found. Staff continuously engage children in purposeful discussions throughout their play and during group times. However, as children excitedly chat to adults, they often talk all at once and this means that some children's contributions to the discussions are not always heard. This minimises their ability to become actively involved.

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

Children are supported well in a safe and welcoming environment. Staff are positive role models and provide children with clear and consistent explanations of behaviour. As a result, children know what rules are in place to keep them safe and they talk confidently about what is expected of them, such as not running indoors. Children benefit from secure routines that help them feel safe and secure. However, staff do not always use effective methods to signal the beginning of mealtimes, group times or outdoor play. This means children become restless and the routine does not run as smoothly as it could to keep children engaged in learning. Children enjoy climbing trees in the garden. Staff remind children not to climb too high so that they do not fall. This supports children to understand how to take measured risks.

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

The manager reflects on and evaluates her own and staff practice. She welcomes the advice and support from the local authority and values the views of parents. This has successfully supported her to identify areas for improvement and further development. As a result, all the actions and recommendations raised at the last inspection have been addressed. Staff now receive a good level of support. Training is more targeted on developing the skills of staff and has a positive impact on their teaching. Staff report that recent training has helped them support children in their mathematical development. The manager has improved her monitoring of the activities to ensure all areas of learning are covered. She tracks children's development to identify areas where children may need further support or challenge. As a result, any early intervention is identified to allow her to close any gaps in children's development.

## Setting details

<b>Unique reference number</b>	EY399723
<b>Local authority</b>	Stockport
<b>Inspection number</b>	992193
<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>	23
<b>Name of provider</b>	Sharon Sandra Davies
<b>Date of previous inspection</b>	18 September 2014
<b>Telephone number</b>	07855 627594

Christopher Robyn Pre-School was registered in 2009. It employs seven members of childcare staff. All of whom hold appropriate early years qualifications at level 2 or 3 and one with Early Years Professional status. The club opens from Monday to Friday all year round. Sessions are from 9.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children and supports a number of children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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