

Windmill Lane Pre-School

Community of Christ Church Hall, Windmill Lane, Denton, Manchester, Lancashire,
M34 2FR



Inspection date	17 June 2015
Previous inspection date	20 October 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. Staff understand how to plan a range of exciting activities that children enjoy. Consequently, children are motivated and enthusiastic learners.
- Staff cater well for children's individual personalities because they find out their likes and dislikes when they first arrive at the nursery. As a result, children settle well and enjoy their learning.
- Children are happy and confident as staff have a good understanding of their individual care needs, which helps children to build secure, emotional attachments.
- Staff are good role models and support children well to manage their behaviour through the consistent use of praise.
- Leaders and managers have a clear drive for the ongoing development of the nursery by effectively identifying aspects for improvement. They ensure staff update their skills and knowledge through regular training to promote outcomes for children.
- Staff have developed strong relationships with children and work closely with parents to promote their child's development. Parents speak highly of the staff and the quality of teaching and care provided.

It is not yet outstanding because:

- Staff do not give as much emphasis on promoting children's literacy in the outdoor environment as they do for the indoor environment.
- Older children are not consistently challenged in their thinking and learning when staff question them during group activities.

What the setting needs to do to improve further

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

- ensure older children are suitably challenged during group activities by using questions that develop their ability to predict and think critically
- enhance the educational programme for literacy even further, for example, by displaying and using print and images in the outdoor environment.

Inspection activities

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

Inspector

Denise Farrington

Inspection findings

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

Staff observe and assess the progress of children well, in order to plan a range of exciting learning opportunities that meet children's learning and development needs. This also ensures that staff quickly recognise any gaps in children's learning and development and take appropriate steps to ensure all children make good progress. Staff help children to learn about numbers through songs and games by encouraging them to count as they sing. They use resources to help children engage well, such as puppets. However, opportunities to further challenge older children's understanding and thinking when asking questions are not always consistently taken. The indoor environment provides children with a good variety of activities to support their early reading, writing and mathematical development in readiness for school. However, staff have not fully exploited opportunities to develop literacy skills when outdoors. Parents are encouraged to share their views about their child's learning and they receive regular feedback about their child's development.

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

An effective key-person system is in place. As a result, children feel safe and show confidence in exploring their environment. Staff are excellent role models and they promote sharing and taking turns through play. Children form strong attachments to their key person and understand what behaviour is acceptable. All staff have a good understanding of the safeguarding and welfare requirements. Regular risk assessments ensure children are kept safe as they use the environment and take trips into the local area. Children enjoy snack times where they sit together and talk about foods that keep them healthy. Children's physical health is also promoted as they have regular access to fresh air in the outdoor environment. Staff are skilled in supporting children to understand the effects of exercise on their bodies, for example, children are asked to feel their chests and listen to the differences in their breathing after playing with a parachute.

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

Leadership at the pre-school is good. The well-qualified supervisor has a secure understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. In addition to the robust induction procedures, the supervisor regularly meets with all staff to discuss their roles and plan an effective programme of further training and support. For example, staff have attended training to introduce signing, which is effectively used to support children's communication and language. This ensures staff are well supported in fulfilling their roles. Children are monitored to ensure that they continue to make good progress. Staff have developed effective links with local primary schools and meet with Reception teachers, working together to ensure that the move to school is handled sensitively. Staff confidently access further support for children who may need additional help to ensure they make good progress and have the opportunity to succeed.

Setting details

Unique reference number	312381
Local authority	Tameside
Inspection number	871932
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	59
Name of provider	Patricia Loughlin
Date of previous inspection	20 October 2011
Telephone number	07957466588

Windmill Lane Pre-School was registered in 1985. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon and 12.30pm to 3.15pm. The nursery provides funded early education for two- three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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