

Longdendale Pre-School

Mottram Community Association, Community Centre, Church Brow, Mottram, Hyde, Cheshire, SK14 6JJ



Inspection date	14 July 2015
Previous inspection date	30 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 staff provide children with a wide range of interesting and challenging activities, which means that they develop into enthusiastic and motivated learners. As a result, children of all ages develop a good range of skills and attitudes that prepare them well for future learning and eventually school.
- Children develop a particularly good knowledge and understanding of numbers, shape, space and measure.
- Children follow good hygiene routines, enjoy healthy and nutritious snacks and participate in daily outdoor activities which successfully promotes their good health and well-being.
- A key strength of the pre-school is the commitment of the manager and staff team to improve practice. Staff have worked extremely hard to address the actions and recommendations made at the last inspection. They have successfully carried out the actions and recommendations and enhanced many other aspects of their practice.
- Staff have a secure knowledge and understanding of their responsibility to safeguard children, which is effectively translated into practice. This means that children are well protected and can play and learn in a safe environment.

It is not yet outstanding because:

- The manager does not yet check the progress made by different groups of children. This means that staff cannot be sure that vulnerable children make as much progress as possible.
- The existing programme for staff professional development is not yet extensive.

What the setting needs to do to improve further

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

- make better use of information from assessments to check the progress made by different groups of children and make sure that those who need additional support make as much progress as possible
- enhance the programme for ongoing professional development training to extend staff's knowledge and skills and to continue to improve the quality of teaching and learning.

Inspection activities

- The inspector observed children's activities in the main playroom and the outdoor environment.
- The inspector carried out a joint observation of a planned adult-led activity with the manager.
- The inspector held discussions with the manager and talked to staff and children throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records and evidence of the suitability and training of staff.
- The inspector discussed arrangements for self-evaluation with the manager.
- The inspector took account of the views of a small selection of parents spoken to on the day of the inspection.

Inspector

Julie S Kelly

Inspection findings

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

Staff provide children with a wide range of activities to promote children's development across the seven areas of learning. Children experience a wide range of challenging experiences and a good balance of adult-led and child-initiated activities. The quality of staff interaction is consistently good, which keeps children interested and eager to learn. Staff teach children to recognise and write their names and provide a broad range of activities to encourage them to read and write. This has a significantly positive impact on children's early reading and writing skills, which prepares them well for school. Staff complete observations and assessments of children's achievements and plan effectively for the next steps in their learning. As a result, children's individual needs are consistently met and they make good progress in their learning and development. Staff regularly share information about children's achievements, and parents' contributions to assessments ensure children's learning is well supported at home.

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

The key-person system is well established and effective. Children develop close relationships with staff, which means that they develop high levels of confidence and a strong sense of emotional security. Staff give priority to the safety of children and effectively support their growing understanding of how to keep themselves safe and healthy. They are good role models and provide clear and consistent guidance to promote positive behaviour. Consequently, children are polite, well behaved and show kindness and respect to others, as they play cooperatively together. Children develop good independence skills because staff encourage them to do things for themselves as much as possible.

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

The manager has a secure understanding of the requirements of the Early Years Foundation Stage. Staff attend mandatory training, such as safeguarding and first aid. However, strategies for extending staff knowledge of the curriculum and developing their teaching skills are not as well targeted. The manager uses her wealth of experience and expertise to guide, coach and support staff and carries out regular supervisions to manage their performance. Staff track individual children's progress so that they can identify any gaps in their learning and seek appropriate support, if necessary. This is shared regularly with parents and used effectively to identify what children need to do next. However, systems to monitor the progress of different groups of children are not yet fully developed. Staff work closely with other early years providers to ensure children are well supported as they move on to the next stage in their learning. Partnerships with parents are very good and make a significant contribution to meeting children's individual needs and promote effective continuity of care and learning. Staff evaluate their practice and the process has significantly improved following the recommendation raised at the last inspection.

Setting details

Unique reference number	312346
Local authority	Tameside
Inspection number	1011652
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	14
Name of provider	Longdendale Pre-School Committee
Date of previous inspection	30 March 2015
Telephone number	

Longdendale Pre-School was registered in 2001. The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and one holds an appropriate early years qualification at level 3. The pre-school opens from 9am until 12 noon, Monday to Friday, term time only. It provides funded early education for two-, three- and four-year-old children.

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