

# Newton Park Pre-School

Newton CP School, Kingsway West, Chester, Cheshire, CH2 2LA



## Inspection date

14 July 2015

Previous inspection date

6 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Staff skilfully identify children's starting points in learning and conduct ongoing observations of their skills. Regular and accurate assessments identify and promote children's next steps in their development.
- The outdoor area offers lots of interesting activities that challenge children and enable them to take manageable risks. This also supports their physical well-being as children climb, balance, jump and move confidently in different ways.
- The staff team are passionate and enthusiastic. There is frequent fun and laughter throughout the day as staff join in skilfully with children's play without over directing it. This has a positive impact on children's emotional well-being. Children develop secure and trusting relationships and have a strong sense of belonging.
- Safeguarding of children is given high priority. Staff are effectively deployed to ensure children are supervised at all times. Robust policies and risk assessments enable children to explore and play in a safe and secure environment.
- Staff work closely with parents to support children's learning. They keep parents informed of children's progress and exchange observations of children. This ensures that children's needs are well met, including those who need additional support.

### It is not yet outstanding because:

- Occasionally, teaching does not specifically focus on the learning needs of two-year-old children during adult-led group activities.
- Staff do not consistently promote children's self-care skills to fully encourage their independence.

## What the setting needs to do to improve further

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

- review adult-led group activities so that they provide more opportunities for staff to engage with two-year-old children and rapidly promote their speaking, communication and language skills
- provide more opportunities for children to develop their self-care skills.

### Inspection activities

- The inspector observed activities and children at play throughout the inspection. She conducted a joint observation with the manager.
- The inspector interacted with children and spoke with staff during the inspection.
- The inspector sampled a range of documentation, including policies, evidence of the staff's suitability, safeguarding procedures and the provider's self-evaluation form.
- The inspector looked at children's assessments and planning records.
- The inspector had a tour of both the indoor and outdoor play areas. She evaluated equipment and resources available for children.
- The inspector sought parents' views through discussions on the day of the inspection.

### Inspector

Sharon Hennam-Dale

## Inspection findings

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

Qualified staff have a secure knowledge of how young children learn and develop. Children engage freely with a wide range of interesting and purposeful experiences that provide appropriate challenge. All children make good progress in relation to their starting points. Children's creativity is promoted well. They use their imaginations to good effect as they create pictures by blowing paint and making different patterns with straws. Older children excitedly describe their pictures, saying, 'this is a thunderstorm' and 'this is fireworks'. Two-year-old children enjoy exploring the texture of paint and mixing different colours with their hands. There is also a wealth of further sensory activities for them to investigate, such as foam, sand and water. Consequently, children are active and inquisitive learners who are well prepared for the move on to school. Children develop good attention skills through listening to stories and joining in with action songs. However, sometimes the number of children participating in group activities means staff are not able to fully promote the communication and language skills of two-year-old children.

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

Detailed information is gathered about children on entry to the pre-school. Key persons work closely with parents to help children settle quickly. Parents express that children are happy and state that they are kept well informed about their children's achievements. Staff are good role models. They use positive language to provide clear and consistent guidance and regularly praise children's achievements. Children's behaviour is good. They display high levels of self-esteem and confidence. All children enjoy the outdoors in all weather conditions. Children develop socially as they cooperate with their peers, working alongside each other to share equipment. Generally, children are encouraged to develop their own self-care skills and become independent. However, opportunities to further promote these skills are not always taken by staff, who sometimes step in to complete manageable tasks for children. Staff teach children about the benefits of healthy foods and encourage children to adopt good hygiene practices.

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

Staff are knowledgeable about the safeguarding and welfare requirements. The manager regularly reviews the suitability of staff and robust recruitment procedures are in place. Comprehensive induction, supervision and appraisal procedures equip staff well for their roles. Staff are committed to ongoing training and obtaining further qualifications. This has a positive impact on children's learning as they continuously improve their teaching. The manager regularly reviews the progress children make to ensure they are supported to reach their full potential. There are effective partnerships with other professionals and settings children attend. Children with special educational needs and/or disabilities, and those for whom English is an additional language receive high-quality support. The manager has a good understanding of the strengths and weaknesses of the pre-school because she involves staff, children and parents in the pre-school's self-evaluation.

## Setting details

<b>Unique reference number</b>	EY348505
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	857409
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Newton Park Pre-School Committee
<b>Date of previous inspection</b>	6 July 2011
<b>Telephone number</b>	01244 314271

Newton Park Pre-School was registered in 2007. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, and three are studying for further qualifications. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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