

# Leesfield Pre-School Group

Barn Fold, Lees, Oldham, Lancashire, OL4 5DN



<b>Inspection date</b>	16 October 2015
Previous inspection date	3 July 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff are well qualified and their teaching skills are strong. They make good use of the accurate information they obtain from observations to find out what children can do, in order to effectively plan for the next steps in their learning.
- Children develop secure relationships with their key person and other staff. This is helped by staff's warm and caring approach, which contributes towards children's well-being being effectively promoted.
- Managers have a strong understanding of the learning and development requirements and how to meet the needs and interests of children. They ensure staff provide a balance of activities led by adults and times for children to freely choose their play. This supports children to be prepared for the next steps in their learning and school.
- Parents and staff meet regularly to share information about their child's progress and to make plans for their next steps in learning. Parents are able to support children's learning and development at home with resources and activities that the staff provide. This contributes to children's good progress, including disabled children and those with special educational needs.

### It is not yet outstanding because:

- Staff's professional development does not always focus on raising teaching to an outstanding level.
- There are fewer opportunities for children to independently explore technology to further develop their understanding of the world.

## What the setting needs to do to improve further

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

- strengthen ways of identifying staff's professional development needs to further raise the quality of their practice and children's learning
- provide more opportunities for children to explore technological toys and to independently interact with age-appropriate computer software.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lynn Byrne

## Inspection findings

### **Effectiveness of the leadership and management is good**

Managers have a good understanding of statutory and other government requirements and ensure that they are implemented. The managers and staff have high expectations and are committed to promoting a good quality provision for children and their parents. They have successfully addressed the actions from the last inspection. Staff now use the purposeful information gained from their observations of children to plan challenging activities. This helps all children to make the best possible progress from their starting points in their learning and development. The arrangements for safeguarding are effective. Staff's knowledge of the procedure they would follow if they had concerns about a child's welfare or an issue with a member of staff's practice is secure. Staff receive regular training to update and refresh their knowledge and understanding. Managers carry out staff supervision to ensure that the good quality of teaching is sustained. However, managers do not always focus on raising staff's practice to a higher level. Children's progress is monitored well by the managers. Any gaps in learning for individual children, or groups of children, are quickly identified and support plans are implemented to close these.

### **Quality of teaching, learning and assessment is good**

Staff provide children with a wide variety of activities that are linked to their interests to promote development across the seven areas of learning. The quality of staff interaction and teaching are consistently good, which keep children interested and motivated to learn. Children demonstrate good thinking skills, for example, as they work out how to create models. Staff sensitively join in with the activity and encourage children to find solutions to their problems. Staff promote children's communication and language skills well during activities and daily routines. Children develop good number skills as staff encourage them to count in a variety of ways. The key-person system has developed since the last inspection and parents now contribute to initial assessments of their child's starting points.

### **Personal development, behaviour and welfare are good**

Children are happy and well settled in the pre-school. They confidently explore the stimulating environment and make independent choices about what they want to do. Children have continuous access to the outdoor area which means they receive lots of opportunities for fresh air and physical exercise and they develop their understanding of how to manage risks. Staff are good role models and provide clear and consistent boundaries to teach children about their expectations and rules. Children behave exceptionally well and are very respectful of each other. Children are given a wide range of experiences which promote their understanding of people, families and communities.

### **Outcomes for children are good**

All children make good progress in relation to their starting points. They are acquiring the skills they need for future learning and are meeting, or working beyond, the level of development that is typical for their age range.

## Setting details

<b>Unique reference number</b>	508061
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1029638
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Leesfield Playgroup Committee
<b>Date of previous inspection</b>	3 July 2014
<b>Telephone number</b>	0161 633 0325

Leesfield Pre-School Group was registered in 1992. The pre-school employs six members of childcare staff. Of these, one member of staff holds Early Years Professional status and Qualified Teacher Status and four staff hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children. The setting supports disabled children and children with special educational needs.

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