

# Saughall Pre-school

c/o Vernon Institute, Saughall, Chester, CH1 6EN



<b>Inspection date</b>	17 November 2015
Previous inspection date	12 July 2010

<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
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

- The self-evaluation procedures of the setting are robust and include all staff, the management team, parents and children on an ongoing basis. Consequently, strengths and areas for further improvement are identified and acted on promptly.
- Staff check for all possible hazards to children in all of the indoor and outdoor areas each day. They also undertake robust risk assessments before taking children on outings. This helps to make sure children are kept safe and well.
- Children develop close emotional attachments with the staff. Staff are warm and caring and provide lots of support and praise. This helps children to develop meaningful relationships with each other. Children behave well and have a high regard for one another.
- Children know about the benefits of a healthy lifestyle. They learn about the importance of eating healthily and talk about why they need to keep fit as they run around in the fresh air every day. They also take manageable risks in their play as they use the broad range of challenging garden equipment. This helps to promote children's physical well-being effectively.

### It is not yet outstanding because:

- Staff do not exchange important information about individual children with the other settings they attend. Consequently, children's planned next steps in their learning are not always fully aligned.
- Staff do not always fully involve parents in assessing what children already know and can do when they first start.

## What the setting needs to do to improve further

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

- improve partnership working by strengthening systems for sharing information with other early years providers
- involve parents more fully in assessing what children already know and can do when they first start.

### Inspection activities

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

### Inspector

Mary Henderson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and their staff have a clear awareness of the Early Years Foundation Stage. Staff undertake safeguarding training and know what to do and who to contact should there be a concern about any child in their care. This helps to keep children safe. The staff are all qualified. This, alongside regular team meetings and monitoring of the educational programmes, has a positive impact on children's learning and development. Furthermore, the manager monitors different groups of children and makes sure that activities are effectively challenging. Staff make sure that they identify and include children's individual interests in the planning. This helps children make good progress towards the early learning goals.

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

Staff attend a range of training workshops to continue their personal development. They know the children well and observe them during planned and spontaneous activities, using this information to review children's ongoing development. Furthermore, children's next steps in their learning are clearly identified and shared with parents. The staff work closely with parents so that they can continue to support their child's learning at home. Children enjoy a range of outings to places of interest and receive visitors from the local community. This helps to foster their understanding of the world. The staff provide a range of activities that capture children's explorative and investigative interests. Children become excited and look on in awe as their bubbles float away into the sky. They use their senses and talk about the strawberries and herbs they plant and pick, and share their findings with their friends. Children join in during story time. They call out when they recognise the story characters. Staff encourage children to take turns in listening and talking during such activities. These successful strategies help to promote a broad range of children's learning and development. Parents are provided with a range of information about their child which keeps them up to date with their child's progress over time.

### Personal development, behaviour and welfare are good

Children learn about family values. They bring in photographs of their immediate and extended family to display and talk about with their friends and the staff. Additionally, children learn about the cultures of others. This includes trying different foods, exploring various festivals and playing with resources that depict positive images of diversity. Children have a good sense of belonging to the setting and their self-esteem is promoted.

### Outcomes for children are good

Children develop confidence and independence. They choose what they want to do as they freely access the good range of resources and equipment around them. This, and positive interaction by the staff, helps children to lead their own learning. Children's readiness for their move to school is well supported.

## Setting details

<b>Unique reference number</b>	305287
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	864817
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	31
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Saughall Pre-School Committee
<b>Date of previous inspection</b>	12 July 2010
<b>Telephone number</b>	01244880954

Saughall Pre-school was registered in 1976. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, and one holds an early years qualification at level 2. The pre-school opens Monday to Friday, from 9am until 12 noon and from 12.20pm until 3.30pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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