

Whirley Pre-school Group

Broken Cross Methodist Church, Whirley Road, Macclesfield, Cheshire, SK10 3JR



Inspection date

14 January 2016

Previous inspection date

20 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children arrive happy and eager to start their day. They demonstrate their expectation that there will be lots of interesting things to do and learn.
- The manager deploys the team effectively, which helps to keep children safe. Practitioners work together as a team. They help and support each other. This sets a good example to the children.
- The manager and committee gather parents' views about the pre-school. They take account of parents' views when improvements are planned and implemented.
- Children learn to listen and to speak confidently in groups. This helps to promote children's communication and language and helps them to be ready for school.
- Practitioners establish starting points for children's learning in partnership with parents. Parents comment that they feel well informed about the progress that children make. Parents are supported to continue their children's learning at home.
- The manager plans a programme of professional development for the well-qualified practitioners. She checks that practitioners attend all mandatory training and apply what they learn. This helps to promote children's welfare.
- Practitioners make accurate assessments of children's progress. They use their knowledge of what children know and can do to plan next steps for children's learning.

It is not yet outstanding because:

- The manager's regular supervision of practitioners' performance does not focus sharply enough on assessing the quality of their teaching.
- On occasion, adult-led activities do not fully challenge every child who participates.

What the setting needs to do to improve further

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

- improve systems for assessing the quality of teaching so that practitioners know what to do to continuously improve their teaching
- sharpen the planning of adult-led activities so that every child is challenged and always makes best progress in their learning.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

The manager and committee work together to provide good care and education for the children. Arrangements for safeguarding are effective. New practitioners and committee members are fully vetted as part of the recruitment procedure. This helps to ensure their suitability for their roles. The manager establishes good partnerships with schools that children move to. She shares information about children's achievements with schools. She finds out about how children's early reading is promoted at school and adopts a similar approach. This helps to promote continuity for children's learning. The manager regularly checks children's progress. She analyses information about the whole group's progress and uses the information when the team plan children's learning.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Practitioners' understanding of how children learn is demonstrated by their organisation of the room and by their planning for daily events. Children have plenty of time to explore and to develop their own games and investigations. Practitioners skilfully teach and question children when they join in with role play. When practitioners leave the role-play area children continue to develop their own interesting storylines for their pretend play. This helps to promote children's imagination and their understanding of the world. Practitioners know children well and prompt them to take the next step in their learning. For example, when children learn to use scissors, practitioners sensitively encourage them to practice and succeed. Children who speak English as an additional language are well supported. Practitioners work closely with parents to check that children are making good progress in their communication and language development.

Personal development, behaviour and welfare are good

There is an effective key-person system. This provides the foundation for good relationships throughout the pre-school and helps new children to settle in. Key persons develop close bonds with children, and children quickly feel secure enough to set off and explore by themselves. Consistent routines keep children safe and promote their well-being. One example of this is how children learn how to ask the practitioner wearing the pink sash to take them out of the playroom to the toilet. Children have daily opportunities to play outdoors. They develop strength and agility as they walk, run and climb. Children eat healthy snacks and clear their place when they have finished. They sort their plates and leftover food into different containers. This is one way that the pre-school helps to promote their independence and sorting skills. All practitioners know which children have food allergies. Practitioners know what food the children can eat safely and what to do if children have an allergic reaction.

Outcomes for children are good

All children, including those who receive funded education, make good progress in their learning and development. Children acquire skills, knowledge and attitudes that prepare them well for starting school.

Setting details

Unique reference number	305429
Local authority	Cheshire East
Inspection number	855098
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	38
Name of provider	Whirley Pre-School Group Committee
Date of previous inspection	20 June 2011
Telephone number	07951270130

Whirley Pre-school Group was registered in 1996. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications up to level 3, including one with Qualified Teacher Status, and one provides additional support during lunchtimes and is responsible for administration. The pre-school opens from Monday to Friday during school term time. Sessions are from 9.15am until 12.15pm on Tuesday, Wednesday and Friday, and from 9.15am until 3.15pm on Monday and Thursday. The pre-school provides funded early education for three- and four-year-old children.

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