

Saughton Preschool

Saughton C of E Primary School, Saughton Lane, Saughton, CHESTER, CH3 6EG



Inspection date

12 January 2016

Previous inspection date

12 September 2013

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

- Teaching is good. Staff understand how young children learn and effectively build on their enthusiasm for learning. Children's development is regularly assessed by staff who provide a range of interesting experiences for the children.
- Staff support children's communication and language skills well, assessing their language development regularly. Adults use a wide range of strategies, such as modelling good language. They encourage children to learn new words and support them to speak in more complex sentences.
- Staff work well with parents to ensure that information is shared, so that everyone is able to consistently support children's care, learning and development.
- Staff complete appropriate safeguarding and first-aid training to enhance their knowledge and understanding of health, safety and care of children.
- Staff take children on regular outings into the wider community and to explore the local area. These visits provide stimulating play experiences, which help children to learn about the wider world and support them to make good progress in their learning and development.

It is not yet outstanding because:

- The manager does not consistently monitor staff performance to identify areas for improvement, and provide opportunities for focused high levels of supervision.
- The manager does not always seek and act upon the views of staff, parents and children as part of her evaluation of the Pre-school and planning for improvement.

What the setting needs to do to improve further

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

- strengthen systems for evaluating staff practice and provide more focused supervision to raise the quality of teaching
- develop more robust systems for evaluating and developing the provision; seek and act upon the views of staff, parents and children, and use these views to help identify targets for improvement.

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 observed activities in the pre-school and talked with the manager, her staff and children at appropriate times throughout the inspection.
- The inspector observed a planned activity and jointly evaluated this with the manager.
- The inspector looked at a range of documentation, including policies, evidence of the suitability of household members, observation and assessment documentation, and the safeguarding procedures.
- The inspector took account of the views of parents spoken to during inspection and as provided in documentation.

Inspector

Patricia Pickens

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager has a good knowledge and understanding of safeguarding policies and procedures and is aware of her responsibilities in this respect. The manager demonstrates she fully understands the Early Years Foundation Stage requirements for the learning and development of children. She successfully monitors the educational programmes to ensure that children continue to make good progress. The manager works effectively in partnership with the school. She exchanges information with parents to promote continuity of learning for children.

Quality of teaching, learning and assessment is good

Staff observe children and regularly update their assessments of their abilities, using these to provide sharply focused planning for children. Staff provide regular opportunities for children to extend their language development and social skills. Staff offer high-quality information about children's learning to parents. This enables parents to extend their children's learning at home. Staff provide a good range of activities to improve children's understanding of the world. An example of this observed during inspection was children creating Chinese lanterns to celebrate a festival. They wore animal masks and ask questions regarding the reasons for a different animal of the year. Staff directed them to a story on the computer to learn more about the celebration. Children were enthused and were able to use problem solving skills to map out the journey to China across a globe. Staff extended their learning outdoors, as children enjoyed acting out animal movements wearing their masks. Adults model language effectively, praise children and allow time for them to respond. Children are able to concentrate and develop critical thinking. Staff provide a warm environment where children demonstrate that they feel safe, have fun and are acquiring skills for their next steps in learning.

Personal development, behaviour and welfare are good

Children settle well in this calm environment. They build positive relationships with others. Staff ensure children play safely through close supervision and guidance. They encourage children to prepare their own healthy snacks and talk to them about healthy eating. Families may choose a hot lunchtime meal which children collect from the school catering staff. Staff are good role models. They manage behaviour positively by using praise and encouragement, and are consistent in their approach. As a result, children's behaviour is good. Children enjoy daily opportunities for exercise in the extensive outdoor playground, to promote their health and well-being. They also enjoy regular outings and exciting experiences in the community.

Outcomes for children are good

Children are well prepared for the next stage in their learning, including the move on to school. They attend to their own self-care needs and learn how to care for the wider environment outdoors, relevant to their age and stage of development.

Setting details

Unique reference number	EY408545
Local authority	Cheshire West and Chester
Inspection number	1028597
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 - 5
Total number of places	16
Number of children on roll	11
Name of provider	Chestnut House Day Nursery Ltd
Date of previous inspection	12 September 2013
Telephone number	01244335822

Saighton Preschool was registered in 2010 in Saighton, Chester and is privately owned. The pre-school employs two childcare staff who both hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday from 9am until 3.30pm term time only. The pre-school provides early years funding for three- and four-year-old children.

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