

Preston Brook Pre-School

Preston Brook Village Hall, Sandy Lane, Preston Brook, Runcorn, Cheshire, WA7 3AW



Inspection date

1 February 2016

Previous inspection date

13 March 2015

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

- Since the last inspection the manager and staff have worked hard and have met all the actions and recommendations raised. The management committee is very enthusiastic and provides effective support for staff. Self-evaluation practices are strong. The manager welcomes the views of staff, parents and children in identifying areas for further improvement.
- Children settle quickly and form positive relationships with staff. The key-person system is used effectively to help to ensure that children's individual needs are well met. Staff use detailed observations and ideas provided by the children to plan a broad range of interesting activities and experiences. Children make good progress.
- All children behave well. Staff act as good role models and provide children with continuous praise and encouragement. Children's independence is promoted very well. They are effectively supported to manage their own personal needs. Children are given time to explore activities and make choices in their play.
- Partnership working with parents is strong. Staff use a variety of ways to keep parents well informed about their children's progress and development. Parents speak highly of the pre-school and the support they receive from staff.

It is not yet outstanding because:

- Staff do not always make the best use of opportunities to develop children's understanding and extend their learning.
- Children have fewer opportunities to practise their numeracy skills and develop their understanding of shapes and measurements.

What the setting needs to do to improve further

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

- make better use of all opportunities to develop children's understanding and extend their learning even further
- provide further opportunities for children to practise their numeracy skills and develop their understanding of shapes and measurements.

Inspection activities

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

Inspector

Susan Hopper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Detailed recruitment procedures are used to check that all staff and volunteers are suitable to work with children. Staff have a good knowledge of the policies and procedures to follow should they have a concern about a child's welfare. The staff team is well qualified and experienced. The manager uses supervision meetings and observations of staff practice to develop the quality of teaching and identify further training needs. Recent training has helped staff to increase the range of activities to further promote children's language development and literacy skills. The manager regularly meets with staff to discuss children's progress and development, which means that any gaps in learning can be quickly identified and addressed. Additional funding for children is used well to support learning. Disabled children and those with special educational needs benefit from the good partnerships staff develop with other professionals.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop. They plan a wide range of interesting activities that children enjoy. Children are encouraged to make suggestions about activities that they would like to do. They enjoy helping to plan a Chinese New Year party, offering suggestions about food and party games. Staff actively engage with children in all activities, modelling the use of new words and demonstrating how to use resources. Children enjoy playing with play dough, experimenting with tools and trying to make Chinese symbols from dough. They have opportunities to practise their early writing skills making marks in sand and on paper. Children enjoy sharing books with staff. They listen carefully and respond enthusiastically to questions and picture clues.

Personal development, behaviour and welfare are good

Children are confident, happy and settled. Settling-in sessions are used well. For example, children have opportunities to experience new activities while staff get to know parents and collect detailed information about what children already know and can do. Staff know children well and provide good support, which helps to promote their emotional well-being. They encourage children to share, take turns and show respect for each other. Children follow effective health and hygiene routines. Their physical well-being is promoted through daily outdoor play and healthy snack menus. Children enjoy exercise sessions indoors where they learn how to move to music. Staff prepare children well for school. They talk to them about their move to school and share photographs and items of school uniform.

Outcomes for children are good

Children have a positive attitude towards learning. They are active and enthusiastic learners. Children are well supported to make good progress from their starting points. Any gaps or difficulties in learning are quickly identified and addressed. All children, including disabled children and those with special educational needs, are well prepared for the next stage in their learning, including starting school.

Setting details

Unique reference number	303480
Local authority	Halton
Inspection number	1009570
Type of provision	Sessional 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	24
Number of children on roll	24
Name of provider	Preston Brook Pre-School Committee
Date of previous inspection	13 March 2015
Telephone number	07704 168712

Preston Brook Pre-School was registered in 1998. The setting employs five members of staff, four of whom hold appropriate early years qualifications. It opens Monday to Friday, term time only. Sessions are from 9.30am until 1.45pm on Monday, Tuesday and Wednesday, and from 9.30am until 12.30pm on Thursday and Friday. The setting supports disabled children and those with special educational needs. It provides funded early education for two-, three- and four-year-old children.

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