

# Byron Green Pre-School

Wrexham Close, Tenants Hall, Hollinwood, Oldham, OL8 4SQ



## Inspection date

9 February 2016

Previous inspection date

23 April 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

- The experienced provider, who is also the manager, is committed to continuing to raise the overall quality and standards of the pre-school. The improvements since the last inspection have impacted significantly on raising outcomes for children.
- Teaching is good. All children, including disabled children, those with special educational needs and those who speak English as an additional language, are supported extremely well to make good progress in relation to their capabilities.
- Partnership working with other professionals is a key strength of the pre-school. Secure relationships with other services and schools that children also attend help to provide continuity in all their care, learning and development.
- The relaxed environment and friendly, supportive nature of the staff help to support children's emotional well-being. They develop strong relationships with staff and each other and behaviour is good. Children are happy and content in the care of the enthusiastic staff. They arrive in high spirits, settle well and are eager to explore and learn.

### It is not yet outstanding because:

- Occasionally, there are missed opportunities for children to count and use number in their play to further develop their understanding of mathematics.
- Strategies to gather information from parents about children's ongoing development are not always successful, in order to create a fully consistent approach to teaching and learning.

## What the setting needs to do to improve further

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

- offer more opportunities for children to independently use mathematical language in their play
- strengthen arrangements for encouraging parental involvement in all children's ongoing learning and development.

### 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 spoke to the provider, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, self-evaluation, focused improvement plans and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of a small selection of parents during the inspection.

### Inspector

Layla Louise Davies

## Inspection findings

### Effectiveness of the leadership and management is good

The provider aspires to improve. Continuous evaluations and detailed improvement plans provide a strong focus on continuing to raise the quality of care and learning for all children. The provider monitors staff performance well. She works closely with them, mentoring and completing regular observations on their performance. Supervisions of staff are in place. They are used well to identify any individual needs and secure professional development training for staff. This has a positive impact on teaching practices. The arrangements for safeguarding are effective. Detailed policies and procedures are embedded and contribute well towards the running of the pre-school. Robust recruitment procedures are implemented effectively, which helps to ensure that staff are suitable to work with children. Daily checks on the environment are used to identify any potential hazards, in order to minimise them. This helps to keep children safe.

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

Staff gather useful information from parents about children's capabilities during a home visit before they start. Staff provide parents with regular updates on their child's progress. Well-qualified staff use their knowledge, skills and experience well. They teach and engage children in challenging activities that follow their interests. Children are highly motivated and keen to play. Staff provide innovative ways to promote their early writing skills. They provide tweezers and small items for children to pick up. This helps to promote their fine-motor skills and their pencil control. Children learn to respect and value others through meaningful activities and celebrations. They delight in experimenting with real items in role-play areas that reflect the diversity in society. Accurate observations and assessments are used to plan purposeful activities that support the next steps in children's learning.

### Personal development, behaviour and welfare are good

Children and families are warmly welcomed into the inviting learning environment. Staff ensure that all resources are easy to reach, which helps children to become active learners. Staff promote children's good health and well-being effectively. They teach children about safety and to assess risks for themselves. During a walk to the local supermarket, staff ask children what they must do before crossing the road. Children excitedly declare that they should, 'Wait for the green boy'. Staff help children to become aware of healthy lifestyles. Children make decisions about selecting good or bad choices when buying food from the supermarket. They independently scan the items and place them into bags as staff offer support and praise. This contributes towards children's self-esteem and confidence. Staff teach children to use equipment safely. For example, they support them to use the toaster to heat up pancakes for their snack.

### Outcomes for children are good

The provider uses effective monitoring to identify and address any gaps in children's development. All children, including those who receive funded education, make good progress. Funding is used effectively to ensure that if gaps are identified, they are closing. All children are supported well to achieve the skills needed for school.

## Setting details

<b>Unique reference number</b>	EY439027
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1013684
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Claire Louise Jackson
<b>Date of previous inspection</b>	23 April 2015
<b>Telephone number</b>	07562328815

Byron Green Pre-School was registered in 2011. The pre-school is open term time only, Monday to Friday, from 9am to 12 noon and from 12 noon until 3pm. The pre-school supports disabled children, those with special educational needs and those who speak English as an additional language. There are four staff members, all of whom hold relevant early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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