

Beeches Preschool

Alama Iqbal Centre, 157 Cromwell Road, PETERBOROUGH, PE1 2EL



Inspection date	24 February 2016
Previous inspection date	25 June 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

- Children's relationships with their key person are strong. Staff are very knowledgeable about children in their care and show good appreciation for their different backgrounds. Children new to the pre-school quickly form close emotional bonds with staff.
- Staff observe children as they play and assess their learning accurately. They carefully consider children's interests, to plan interesting activities and appropriate next steps for children's learning. Children participate in the activities with enjoyment.
- Staff quickly identify children who require additional support and work closely with families and other professionals involved in their care. They have good opportunities to be involved in activities and receive close support to specifically meet their individual targets for development.
- The manager, committee and staff regularly reflect and evaluate all aspects of the pre-school to identify what they do well and where they can improve. They have successfully met the previous actions and recommendations from their last inspection and demonstrate a positive attitude to providing a continually evolving provision.

It is not yet outstanding because:

- Occasionally, staff are not always quick enough to recognise opportunities to extend and enhance children's learning in activities.
- Effective systems to check the precise progress that different groups of children are making in the pre-school are not yet in place.

What the setting needs to do to improve further

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

- strengthen the good teaching skills of staff to extend children's learning during activities
- sharpen the focus on checking the assessment of different groups of children to ensure they make the best progress possible 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 parent during the inspection and took account of their views.

Inspector

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff understand their duty to protect children in their care. They know the procedures for reporting concerns and attend regular child protection training to keep their knowledge refreshed. Clear recruitment and vetting of the staff and the committee help to ensure children are cared for by suitable adults. The professional development of all staff is supported well. Staff attend courses that help to enhance their knowledge and skills and improve children's experiences. For example, some staff have recently attended courses that help to develop children's speech and language. Supervision meetings happen regularly and staff's performance is monitored. Parents are positive about the pre-school and feel their children are making good progress. Effective relationships are in place with local schools to help children prepare for moving on.

Quality of teaching, learning and assessment is good

Children enjoy their time in the setting. They are keen to explore and investigate. A new kitchen in the role-play area provides great interest. It helps to encourage lots of language, as children pretend to cook meals and make cups of tea with their peers. Staff follow children's emerging interests well. They help children turn cardboard boxes into beds. They support children when they make a skittle from a roll of paper and encourage them to think about what they could use to make a ball to knock it down. Older children are able to write their name, which helps to prepare them well for learning further literacy skills at school. Reviews of children's progress are regularly shared with parents so that they are aware of the areas to provide support with at home.

Personal development, behaviour and welfare are good

Children and their families are cheerfully greeted by all staff. Children arrive confidently and quickly settle at their chosen activity. Children behave well and understand the rules and boundaries in place. They show kindness and consideration towards their peers. Older children help younger children. One example of this is a child fastening the toggles on another child's coat before going outside. Children know how to share resources and take turns in activities. They are warmly praised by staff for their efforts and achievements. The outdoor play space is used well as a positive learning environment and children are provided with physical challenges in their play. Children help to risk assess their environment. They understand that frost on the decking is slippery and needs to melt in the sun before they can play on it.

Outcomes for children are good

Children's language development is given high priority. Children who require additional support and those who speak English as an additional language are well supported by staff. Staff speak clearly and in short sentences. They use pictures alongside words. This has helped children to quickly improve their communication skills and become more confident to interact with their peers. Children are well prepared for the move to school. They make good progress from their individual starting points and are comfortably working within the range of development typical for their age.

Setting details

Unique reference number	EY267088
Local authority	Peterborough
Inspection number	1020989
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	49
Name of provider	Beeches Preschool Committee
Date of previous inspection	25 June 2015
Telephone number	01733 707 658

Beeches Preschool was registered in 1998. The pre-school employs seven members of childcare staff. All hold appropriate early years qualifications ranging from level 3 to 5. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and from 12pm until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs and children who speak English as an additional language.

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