

Stand Pre-School

Stand Unitarian Church, Ringley Road, Whitefield, Manchester, Lancashire, M45 7ZZ



Inspection date

15 April 2016

Previous inspection date

10 July 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The experienced and highly qualified manager is committed to providing the best possible service for all children and families. She actively seeks feedback from staff, parents and children, which she uses to continue to maintain and improve the overall quality and standards of the pre-school. The action and recommendation raised at the last inspection have been successfully addressed.
- Children make good progress. Staff provide interesting, well-planned learning opportunities and take account of children's individual interests and capabilities when planning activities. This contributes towards children being motivated and eager to participate in the variety of experiences available.
- Children's emotional well-being is given the highest priority. All children, including children with special educational needs and/or disabilities, thrive in this happy and welcoming environment. Children arrive happy and settle exceptionally well. They demonstrate that they feel safe and secure in the care of the nurturing and responsive staff.
- Partnership working with parents and other professionals is highly effective. There are regular opportunities to share information and ideas. This contributes towards providing continuity in all children's care, learning and development. Parents have nothing but praise for staff and the service provided.

It is not yet outstanding because:

- Staff occasionally overdirect younger children during art and craft activities, which does not fully support their imagination and creativity.
- Staff do not always allow sufficient time for children to respond to questions, in order to fully support their thinking and speaking skills.

What the setting needs to do to improve further

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

- allow more opportunities for younger children to develop their imagination and creativity
- provide more opportunities for children to think about and respond to questions.

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

Inspector

Layla Louise Davies

Inspection findings

Effectiveness of the leadership and management is good

The manager has high expectations of staff. She carries out thorough monitoring of their practice. Staff are provided with regular training to help them to meet children's needs and to support their own professional development. The arrangements for safeguarding are effective. Robust recruitment procedures are implemented, helping to ensure that all staff are suitable to work with children. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child. Daily checks on the well-organised environment identify any potential hazards, in order to minimise them. This helps to keep children safe.

Quality of teaching, learning and assessment is good

Well-qualified staff use their knowledge, skills and experience well. They use accurate observations and assessments to plan and support children's next steps in learning. Children express delight as they use coloured ice to make marks onto paper. Younger children particularly enjoy experimenting with lime flavoured jelly as staff ask them to use their senses to describe the texture and smell. Staff provide innovative ways to promote older children's awareness of mathematics. They provide different-sized locks and keys with numbers and support children to recognise which number corresponds to the lock. Children use weighing scales to learn about weight and quantity. Staff promote children's understanding of length and height as they support younger children to measure how tall they are. Children of all ages develop reading and writing skills. Staff provide regular phonics activities using puppets and picture cards and daily self-registration helps children to learn to recognise their names.

Personal development, behaviour and welfare are outstanding

The key-person system is highly effective and contributes towards children's high levels of confidence, self-esteem and general well-being. Considerate staff build meaningful relationships with all children. Staff gather personalised information from parents. This helps children to be exceptionally well prepared during the transfer into the pre-school. Staff are excellent role models who offer clear and consistent boundaries and promote children's positive behaviour. Older and younger children play cooperatively together. Staff teach children how to keep themselves safe. For example, staff talk to children about fire safety as they toast marshmallows in the woods. Children's physical health and well-being are given high priority. Staff encourage children to take supervised risks as they expertly balance along rope bridges. Children independently help themselves to healthy and nutritious meals and snacks. Even the youngest children confidently access fresh drinking water from the cooler.

Outcomes for children are good

All children, including children with special educational needs and/or disabilities, make good progress in relation to their starting points. Children demonstrate excellent personal, social and emotional skills and are involved in making decisions. This contributes towards their self-belief and confidence. All children are supported well to achieve the skills needed for the next stages in learning and the move on to school.

Setting details

Unique reference number	316745
Local authority	Bury
Inspection number	1022324
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	28
Number of children on roll	46
Name of provider	Stand Pre-School Playgroup Committee
Date of previous inspection	10 July 2015
Telephone number	0161 796 1548

Stand Pre-School was registered in 1997. The pre-school is open Monday to Friday, during term time only. Sessions are from 9am to 3.30pm. The pre-school employs eight members of childcare staff. Of these, the manager holds Early Years Professional status and five members of staff hold recognised qualifications at level 3. The pre-school supports children with special educational needs and/or disabilities. The pre-school provides funded early education for two-, three- and four-year-old children.

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