

# Marchesi Pre-School CIC

Green Lane Primary Academy, Green Lane, Middlesbrough, TS5 7RU



<b>Inspection date</b>	8 July 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 quality of teaching is good. Staff have a secure understanding of the areas of development and how children learn. They plan activities that appeal to children's interests, are appropriately challenging and support their learning and development.
- The manager closely checks the progress made by individuals and groups of children. She uses this information to focus teaching on the needs of children in the pre-school. This helps to ensure they make good progress in all areas of learning.
- The manager works alongside staff to evaluate their practice, and they seek feedback from parents and children. They use their findings to carefully plan improvements and to develop new approaches to promoting children's continued progress.
- Children play happily in the pre-school and staff offer them lots of attention, praise and encouragement. They demonstrate that they feel valued and develop high levels of self-esteem and pride in their achievements. This helps to support their emotional well-being effectively.
- Staff have established effective partnerships with parents that help to reinforce and extend the learning that happens in pre-school. For example, parents contribute to assessments of children's learning and welcome ideas for home.

### It is not yet outstanding because:

- At times, staff do not effectively promote children's descriptive and expressive language.
- Sometimes, staff do not provide enough opportunities for children to select their own resources and lead their own learning and play.

## What the setting needs to do to improve further

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

- support and encourage children to develop their descriptive and expressive language
- provide more opportunities for children to select their own resources and lead their own learning and play.

### Inspection activities

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

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a clear understanding of how to protect children from harm and know what to do if they have a concern about a child's welfare. Staff are well qualified and the manager has established effective arrangements for their supervision and support. She encourages staff to build on their current knowledge and skills. For example, they attend regular training and share ideas among the team. This contributes to their capacity to build on the already good standard of teaching. Staff have developed effective arrangements for working in partnership with schools and other settings that children attend. This helps to provide a consistent approach that supports children's learning effectively.

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

Staff accurately observe children's play and use their findings to plan activities that support them to make good progress in all areas of learning. They work closely with parents to identify what children already know and can do when they first begin to attend. This helps them to meet children's learning needs from the outset and quickly provide activities that promote the next steps in their learning. Children enjoy exploring a range of natural materials. For example, they learn about the life cycle of trees as they investigate leaves, seeds and fruit in the outdoor area. This helps to support their understanding of the world. They also show delight as they experiment with different ways to move and carry water. Staff encourage them to compare weights and volumes as they play. This helps to promote children's mathematical development.

### Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment where children demonstrate a sense of belonging and feel secure. This contributes to the high levels of confidence children demonstrate. Staff effectively promote children's physical well-being. Children benefit from regular fresh air and exercise as they frequently spend time outdoors. They learn about the importance of a healthy diet as they discuss the benefits of water, fruit and vegetables during snack and mealtimes. Staff have a consistent approach to managing children's behaviour. Children quickly learn what is expected of them and behave well. Staff help children to develop their independence, which helps to prepare them for when they start school. For example, children learn to put on their own coats and shoes and take responsibility for clearing up after activities.

### Outcomes for children are good

All children, including those in receipt of early years funding, are working within the range of development typical for their age and make good progress. Children learn key skills in literacy that help to prepare them for later learning. For example, they actively participate in story sessions and learn to write their names and other simple words. Children are motivated, enthusiastic and develop good listening and attention skills. They follow instructions from staff and work cooperatively with their peers. This demonstrates a positive attitude to learning that helps to prepare them for when they move on to school.

## Setting details

<b>Unique reference number</b>	EY468682
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	972154
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Marchesi Pre-School CIC
<b>Registered person unique reference number</b>	RP906938
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01642529070

Marchesi Pre-School CIC was registered in 2014. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.50am until 11.50pm. They also provide a lunch club each day until 12.25pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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