

# Pastures Green Preschool

130 Haven Lane, OLDHAM, OL4 2QQ



## Inspection date

6 September 2016

Previous inspection date

10 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 provider, manager and staff team have worked extremely hard since the last inspection to improve their practice and the quality of the pre-school. They have successfully addressed the actions and recommendations and, in addition, they have enhanced many other aspects of their practice.
- Staff make good use of the accurate information they obtain from observations to find out what children can do, in order to effectively plan for the next steps in their learning. Children make good progress in relation to their starting points.
- Staff provide children with a wide range of interesting and challenging activities that generally promotes their development across all areas of learning. Children are confident and motivated learners. They develop a good range of skills and attitudes that helps to prepare them well in readiness for school.
- Key persons are skilled and sensitive, and help babies and children to develop strong emotional attachments and feel secure within the pre-school. Care practices are successful in promoting children's good health and well-being.
- Staff develop good relationships with parents and other early years providers. This helps to promote good continuity and consistency of children's care and learning.

### It is not yet outstanding because:

- The organisation of the outdoor environment is still developing. It does not yet offer the same good quality learning experiences as indoors.
- Staff do not provide children with a wide range of opportunities to learn about the wider world.

## What the setting needs to do to improve further

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

- enhance the outdoor play area to provide further opportunities for children who prefer to play outside, in order to develop across all areas of learning
- help children to learn about the similarities and differences between people and communities.

### Inspection activities

- The inspector observed children's activities and staff interaction in the indoor and outdoor environment, and assessed the impact this has on children's learning.
- The inspector held discussions with the provider and manager, and talked to staff and children throughout the inspection.
- The inspector carried out a joint observation with the provider.
- The inspector looked at a sample of policies and procedures, including safeguarding procedures, risk assessments and evidence of the suitability and qualifications of staff.
- The inspector discussed the observation, assessment and planning process with staff and looked at children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

### Inspector

Julie S Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Rigorous recruitment procedures help to ensure that staff are safe and suitable to work with children. Staff have a good understanding of the procedures to follow in the event of a child protection concern or an allegation made against a member of staff. The provider uses her good knowledge, skills and expertise to guide, coach and mentor staff. She carries out regular supervision sessions to manage their performance and identify training needs that will help to improve learning outcomes for children. This has a positive impact on the overall effectiveness of the pre-school. The provider effectively monitors the progress of all children who attend, including different groups of children. All children are encouraged to make the best possible progress and the achievement gap is narrowing. Self-evaluation is effective. The provider has a secure understanding of the strengths and weaknesses of the pre-school and demonstrates a strong commitment to continue to improve the quality of the provision.

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

The quality of teaching is generally good. Staff have a very good knowledge of the developmental needs of children they care for. This helps them to plan effectively to help children make good progress. Staff are well qualified and experienced, and they interact with children effectively. Children often choose to sit on cushions and independently read their favourite stories with other children and staff. Staff talk to children about the books they are looking at and encourage them to express their thoughts and ideas. This helps children to become confident communicators. Children demonstrate their enthusiasm for learning as they listen intently when staff explain that a snail lives inside its shell. They ask staff where its eyes are and explain that it is slimy, as they hold it on their hand. Children then go inside to draw a picture of the snail and describe its curly whirly shell. Babies have a wonderful time as they explore paint with their fingers and hands. This helps them to develop their natural sense of curiosity and learning through their senses.

### Personal development, behaviour and welfare are good

Children enjoy friendly and respectful relationships with each other and the pre-school staff. Staff work with parents to find out about children's care needs and interests from the start and this helps children to settle in quickly. Children demonstrate very good independence and self-care skills. For example, they self-serve food at mealtimes, pour their own drinks and tidy away their plates and cutlery when they have finished eating. Staff encourage babies to feed themselves and wipe their own faces. This helps babies and children to develop a strong sense of self-esteem. Children's behaviour is good. Staff teach children to behave appropriately and play alongside them to show them how to share and take turns. Children are polite and well mannered, and are kind and helpful towards staff and other children.

### Outcomes for children are good

Babies and children make good progress and reach typical levels of development for their age. They are motivated learners who are developing the key skills needed for the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	EY454627
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1045166
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Suzannah Marie Walsh
<b>Registered person unique reference number</b>	RP908748
<b>Date of previous inspection</b>	10 March 2016
<b>Telephone number</b>	07718172345

Pastures Green Preschool was registered in 2012. The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and three hold an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday and all year round. Sessions are from 7.30am until 6pm.

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