

Bamford Pre-School CIC

Bamford Community Centre, Dixon Fold, Rochdale, OL11 5PP



Inspection date

Previous inspection date

13 September 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager and staff work effectively to help ensure that all aspects of the provision meet the needs of the children. They identify the strengths and weaknesses accurately and focus on improving the outcomes for children and parents.
- Children are happy in this caring, safe and friendly environment. They are keen to explore indoors and outdoors. They are well motivated in their play. Children thrive in the well-organised provision and make good progress in their learning and development.
- Partnerships with parents are good. Staff regularly update and share information about their child's progress and development. Parents comment on how this helps them to continue their children's learning at home.
- Well-established links with other providers and local schools are effective. This ensures that children's needs are maintained and provides continuity in their future learning.
- Staff are very kind and caring towards the children and have an in-depth knowledge of each child's needs. They work together closely with parents to make sure every child settles in quickly and is safe and happy at pre-school.

It is not yet outstanding because:

- Although a system is in place to check how well groups of children are learning, the system is not yet fully embedded and the manager and staff cannot demonstrate how rapidly any gaps in development are closing.
- The manager does not make the best use of all opportunities to reflect on staff's teaching practice and evaluate the impact it has on enriching children's experiences.

What the setting needs to do to improve further

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

- review the monitoring systems to track progress of groups of children, in order to identify and target potential gaps and patterns in learning.
- strengthen procedures to enable staff more time to reflect upon their teaching practice and the impact this has on enriching children's experiences.

Inspection activities

- The inspector observed the quality of teaching, both indoors and outdoors, and assessed the impact on the children's learning.
- The inspector 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 journeys and planning.
- The inspector looked at policies and procedures and checked evidence of staff qualifications and suitability.
- The inspector took into account the views of parents during the inspection.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

The manager continually reflects on daily practice in the pre-school. Staff gather the views of parents and children to help identify areas for development and improvements in order to support children's learning. The arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities to safeguard children and the procedures to follow in the event of any concerns about children's welfare. Partnerships with parents and other professionals are well established. Effective systems are in place to share information about children's development and achievements. Staff participate in supervision sessions and attend a wide range of training courses as part of their ongoing professional development. This helps to build on and improve the quality of their teaching skills.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a good understanding of how children learn and develop. They make regular observations of children's learning. This ensures that planning and assessments of children's progress are accurate and challenging targets are set for what they need to learn next. Staff plan a good range of activities and experiences that appeals to children's interests and promotes their progress in all areas of learning. They provide a range of opportunities for children to develop their physical skills for both large and small movements. For example, the younger children enjoy moving to music and the older children skilfully paint the fences outside with different sized paintbrushes and pots of water. Staff skilfully support children's communication and language development. For example, they ask questions as children play and they listen carefully to what the children have to say, extending the conversation.

Personal development, behaviour and welfare are good

Parents and children develop a real sense of belonging within the pre-school. Parents comment on how welcome and supported they feel when their child is settling in. Children seek out their key person when they need extra support and all children benefit from plenty of individual attention. Older children are very kind and caring towards the younger ones and behaviour across both age groups is good. For example, an older child tries to encourage a new child to join in with singing and action rhymes. The pre-school provides a very good range of resources and activities that helps children learn about the similarities and differences between themselves and others. This helps them to understand about the cultures and beliefs of people in their own community and in the wider world. Children learn how to adopt healthy lifestyles through plenty of outdoor play, eating healthy foods and learning positive hygiene practices.

Outcomes for children are good

All children, including those in receipt of funding and those who speak English as an additional language, make good progress. Children are enthusiastic and develop confidence in their own abilities. They actively explore the environment and seek out their friends to share their experiences. Children develop key skills that help to prepare them for more formal learning when they move on to school.

Setting details

Unique reference number	EY487155
Local authority	Rochdale
Inspection number	1010947
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	24
Name of registered person	Bamford Pre-School CIC
Registered person unique reference number	RP534426
Date of previous inspection	Not applicable
Telephone number	01706 657566

Bamford Pre-School CIC was re-registered in 2015. It employs seven members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 to 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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