

Cabbage Patch Preschool

St. Margarets School, Heys Lane, HEYWOOD, Lancashire, OL10 3RD



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| Inspection date | 10 November 2016 |
| Previous inspection date | 17 April 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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

- Parents praise staff for being highly reassuring and sensitive to their children's needs. Care practices are effective in promoting children's physical and emotional well-being. Staff demonstrate detailed knowledge of children's interests and needs. Children settle quickly and are motivated to play, learn and explore.
- Partnership working is a strength of the setting. Parents receive frequent updates about their children's progress and how they can further contribute to this. Staff encourage parents to work closely with the setting and other professionals, if needed, to help children progress in areas where learning is weaker.
- Communication with parents who speak English as an additional language is very good. Documents related to their children's learning and well-being are provided in parents' first languages, supporting continuity for children's learning and welfare.
- Overall, children's learning is monitored closely. Staff use what they know about children's learning effectively to help plan experiences that promote further good progress. Parents contribute information from the outset about their children's learning to help staff build on this.
- There is a long-standing commitment to supervising and supporting staff to build on their qualifications. Children benefit from staff's developing skills and knowledge.

It is not yet outstanding because:

- Staff and managers do not fully organise planned activities to promote children's speaking and listening skills as well as possible.
- Information about the progress of different groups of children is not used with meticulous precision to check that any gaps in achievement are closing.

What the setting needs to do to improve further

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

- enhance the organisation of planned activities and further promote children's development of listening and speaking skills
- build on the current use of information about the progress of different groups of children that helps close any gaps in their achievements.

Inspection activities

- The inspector viewed the areas of the premises used by the setting.
- The inspector observed the quality of staff practice during activities and assessed the impact this has on children's play and progress.
- The inspector completed an evaluation of staff practice with the manager.
- The inspector looked at relevant documentation related to the provision for children's welfare, progress and activities, along with evidence of checks on the suitability of those working on the premises.
- The inspector and managers discussed how continuous improvement is promoted in the setting and looked at relevant documents. The inspector spoke to staff and children as appropriate.
- The inspector spoke to several parents and grandparents to gain their views about the setting.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff and managers have a secure knowledge of possible risks to children's welfare and how to report any concerns to the relevant agencies. Staff are regularly asked to declare if they continue to be suitable to work with children. They contribute their views to inform the evaluation of the setting and help bring about continuous improvement in the quality of provision. The views of parents and other professionals are also sought to help inform decision making about ways to improve. This comprehensive approach to seeking the views of others enables managers to identify ways to maintain high-quality care and teaching in the setting.

Quality of teaching, learning and assessment is good

Additional funding is used effectively to target the needs of children who receive it. For example, resources are bought that help children interact more readily and reflect their interests. Children begin to show excitement as they roll objects down ramps. Staff use this to help them take turns and increase the opportunities for them to become aware of other people. Overall, staff provide interesting games to help children learn initial sounds and match them to letters. They make effective use of creative activities to help children think critically. For example, staff encourage children to think about the resulting colour from mixing paints. Children have good opportunities to learn about the natural world. They grow vegetables and prepare these for eating. Staff effectively weave learning about counting and numbers into activities and children show good early skills when making simple calculations.

Personal development, behaviour and welfare are good

Staff provide a variety of experiences to help children gain a positive awareness of diversity. Children learn to respect the similarities they share with others as well as any differences. Staff model the use of good manners and children use these consistently. Staff use a range of effective strategies to help children learn to manage their feelings and behaviour. Children develop friendships and learn to play cooperatively. Staff encourage children to take on small responsibilities and to gain satisfaction from helping others. Staff teach children skills for the future, such as crossing roads safely. Children have good opportunities to take small, well-managed risks, developing their strength and coordination. Resources are highly accessible, supporting children to make choices and be independent.

Outcomes for children are good

Children, including those who receive early education funding, make good progress towards gaining the key skills and attitudes needed for school. Children in receipt of additional funding are beginning to catch up to their peers. Children with special educational need or disabilities and those who speak English as an additional language quickly receive help to start to make good progress. Children develop self-care skills and learn how to manage their hygiene needs. They learn the factors that promote a balanced lifestyle. Children learn to respect others and follow rules. They demonstrate good self-esteem and self-confidence.

Setting details

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| Unique reference number | EY371182 |
| Local authority | Rochdale |
| Inspection number | 1065144 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 49 |
| Name of registered person | Cabbage Patch Pre-School Limited |
| Registered person unique reference number | RP906066 |
| Date of previous inspection | 17 April 2013 |
| Telephone number | 07773 498046 |

Cabbage Patch Preschool was re-registered in 2008. The setting operates from 8.45am to 3.45pm, Monday to Friday, term time only. Seven staff are employed, of whom two are qualified to level 6, three to level 3 and two to level 2 in relevant subjects. The setting provides funded early education for two-, three- and four-year old children. It supports children with special educational needs or disabilities and those who speak English as an additional language.

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