

Romiley Methodist Pre-School

Hill Street, Romiley, Stockport, SK6 3AH



Inspection date

6 October 2016

Previous inspection date

6 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to their committee. This means that checks have not been carried out to ensure that all members are suitable to be involved in the running of the pre-school.
- Sometimes, the timing of group sessions, such as story time, does not fully consider the needs of younger children to maximise their learning potential.
- Systems used for monitoring staff practice are not yet fully focused on raising the quality of teaching to an even higher level.

It has the following strengths

- The manager and her team have worked hard since the last inspection to address the actions and recommendations raised. For example, parents are now well informed of the progress children make and are supported to extend their child's learning at home.
- The well-qualified staff team, generally, demonstrates good teaching skills. Staff are well deployed to support children's learning. Activities are challenging and are provided based on a secure knowledge of children's interests and what they need to learn next. Children make good progress.
- Children have developed secure bonds with staff and even very new children are happy and settled. The environment is well organised and well resourced. Staff provide many areas of interests for children to explore freely. This helps to promote their independent decision-making.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure that Ofsted are provided with the necessary information to enable them to carry out suitability checks on all members of the committee. 30/10/2016

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

- review the organisation of group sessions and fully consider the needs of younger children
- sharpen the focus of monitoring procedures used for staff practice that help raise the already good quality of teaching to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities and free play and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation, a sample of policies and procedures and evidence of the suitability of staff working in the pre-school.
- The inspector took a tour of the pre-school.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector spoke to three parents during the inspection and took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management requires improvement

Due to an administrative error, not all those in leadership roles have had their suitability checked. However, they do not have unsupervised contact with children or have sole responsibility in making decisions that affects children's well-being. The arrangements for safeguarding are effective. Staff have a good understanding of the signs and symptoms of abuse and reporting procedures. The manager meets with staff to discuss their performance and training needs. However, systems to monitor staff practice are not yet fully focused on raising the quality of teaching to an even higher level. Staff have accessed some training opportunities since the last inspection which have had a positive impact on the overall quality. The manager monitors the progress made by all children. She uses the information to identify any gaps in learning and she has a good understanding of when to access help from external agencies. Parents' views are extremely important to pre-school staff and they are involved in making decisions about future developments.

Quality of teaching, learning and assessment is good

Staff observe children and assess their development accurately, involving parents from the start. They engage children in song and rhyme times. Younger children are excited and engaged. For example, they take turns to use props as they sing songs and display confidence as they stand up in front of others to sing. Pre-school children use construction blocks to build a variety of structures. Staff challenge their mathematical learning. They ask them to compare sizes and describe the positions of the bricks. Children tell staff they are 'behind' and 'next to' and correctly say which is the biggest. Routines are also used well to extend mathematical learning. At snack time children count the cups and snacks. They choose from toast which staff have cut into various shapes for them to recognise. Story times engage older children well. Staff read with enthusiasm and ask children to contribute by describing the illustrations and anticipating what might happen next. This helps to extend their communication skills. However, occasionally, younger children become distracted and lose interest and do not fully benefit from the session.

Personal development, behaviour and welfare are good

Children's behaviour is excellent. Staff act as positive role models who regularly praise children, helping to raise their confidence and self-esteem. Staff talk to children about the importance of washing their hands and healthy eating. Children access the outdoor area daily and have plenty of opportunities for active play. This helps to support their physical well-being. A variety of resources, books and positive images on display helps support children's understanding of the world around them.

Outcomes for children are good

Children are working within the expected bands for their age. They are well prepared for their next stages in learning and are developing the skills they will need for school. Children are developing good social skills. They concentrate and persevere at tasks, such as fixing two trains together. Children are motivated and display a good attitude to learning.

Setting details

Unique reference number	307175
Local authority	Stockport
Inspection number	1032581
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	16
Name of registered person	Romiley Methodist Pre-School Committee
Registered person unique reference number	RP527731
Date of previous inspection	6 November 2015
Telephone number	0161 430 8080

Romiley Methodist Pre-School was registered in 1992. The pre-school employs five members of childcare staff, three of whom hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until midday on a Monday, Tuesday, Thursday and Friday, and on Wednesday from 12.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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