

# Bollington Pre School

Water Street Centre, Water Street, Bollington, MACCLESFIELD, Cheshire, SK10 5PB



<b>Inspection date</b>	26 January 2017
Previous inspection date	15 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Despite changes to management and staff since the last inspection, good standards have been maintained. Staff have focused on improving the quality of the environment. All children enjoy using the enticing and well-equipped sensory room.
- The setting is fully inclusive and children who have special educational needs and disabilities are particularly well supported. Key persons are very dedicated to helping families. They work very well with other professionals to make sure children receive the care and support they need.
- Staff qualifications are high and this has a positive impact on children's care and learning. Teaching is effective and all children, including those who receive funding, make good progress in their learning.
- Staff build strong relationships with the children that positively promote their well-being. Parents are very complimentary about the staff. They say, 'Staff are very understanding and go out of their way to support the children'.
- The manager is currently undertaking leadership training to further enhance her knowledge and skills.

### It is not yet outstanding because:

- Staff have not explored the most effective ways to fully engage with all parents and involve them even more in their children's learning.
- Systems for performance management are not yet strong enough to help raise the quality of teaching to the highest levels.

## What the setting needs to do to improve further

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

- strengthen ways to share information with parents about children's achievements to help them feel fully informed and involved in their children's learning
- build on systems to monitor, supervise and coach all staff to help raise the quality of teaching even higher.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and nominated person. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jan Linsdell

## Inspection findings

### Effectiveness of the leadership and management is good

The new manager is working well with the team to implement changes. Extensive plans are in place to redevelop the garden to provide even greater outdoor learning opportunities for children. The arrangements for safeguarding are effective. Staff have clearly defined roles and responsibilities. Effective risk assessments help to ensure that children are kept safe on the premises and on outings. Staff use scenarios at team meetings to explore safeguarding issues and refresh their knowledge of procedures. The manager works alongside the staff and she is starting to consider more robust ways to supervise and manage staff performance. Useful tracking systems enable the manager to monitor children's progress and identify if they need any further support. Self-evaluation is effective and action plans are used to prioritise areas for improvement.

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

Staff ensure playrooms are well organised to promote all areas of children's learning. They skilfully interact with the children, which motivates them to explore. Key persons know children's interests and abilities very well. They track children's development and accurately assess their ongoing progress. Staff use visual prompts and basic sign language to help support children's understanding and communication. They plan focused activities, for example, to teach children about different shapes. This helps to support children's growing awareness in early mathematics. For example, children know that when they cut a circle in half it becomes a semi-circle. Engagement with parents is developing well overall. Parents receive well-presented newsletters and the setting's website provides information about a variety of practices and procedures.

### Personal development, behaviour and welfare are good

Children enjoy participating in a wide range of stimulating experiences. Their emotional well-being is fostered well and they develop strong attachments to their key person. Children behave well and learn to follow rules that help to keep themselves and others safe. Children develop a good understanding of how to keep healthy. They eat a wide choice of fresh fruit and learn how to wash their hands and brush their teeth. Staff provide regular exercise sessions where children can dance and stretch to music. They also make sure children play actively outside throughout the day. Staff have significantly improved the snack time routine. Consequently, children have plenty of opportunities to make their own choices and do tasks for themselves. This promotes their independence and supports their readiness for school.

### Outcomes for children are good

Children enjoy a rich and varied range of activities to promote their learning. In particular, they have very good opportunities to engage in various sensory experiences, for instance, using water, paint and recyclable materials. Older children learn to sit and listen during large-group activities. Younger children have fun trying to use chop sticks to pick up coloured rice. All children are motivated in their play and make good progress from their individual starting points.

## Setting details

<b>Unique reference number</b>	EY452060
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1066225
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Bollington Methodist Pre-School Committee
<b>Registered person unique reference number</b>	RP910846
<b>Date of previous inspection</b>	15 January 2013
<b>Telephone number</b>	01625 400128

Bollington Pre School was registered in 2012. The pre-school employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications, including two at level 2, eight at level 3, one with early years professional status and one with qualified teacher status. The pre-school opens from Monday to Friday, during term time. Sessions are from 8am until 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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