

Intake Pre School

Intake Methodist Church, Foxwood Road, Sheffield, S12 2FP



Inspection date	25 January 2017
Previous inspection date	9 December 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

- Leadership and management are strong. There is a clear motivation to develop and improve the quality of the pre-school. The manager and committee have high expectations and they accurately identify priorities for improvement.
- Children enjoy playing with a wide variety of quality toys and resources. Teaching is very good and activities are based on children's interests. Children make good progress in their learning and development.
- The atmosphere at the pre-school is welcoming and stimulating. Staff spend time getting to know each child and what they can do well. Children seek reassurance from staff and demonstrate that they feel safe and emotionally secure.
- Partnerships with parents are well established. Staff regularly share information with parents and ensure that they are fully informed about all aspects of their children's care and learning. Staff give parents support to continue their child's learning at home.
- Parents are very complimentary about the pre-school and praise the care and teaching that their children receive. They value the relationship with their child's key person and other staff, and acknowledge the contribution this makes to their child's happiness when they attend.
- Children are encouraged to eat well and learn about healthy food. This helps set the foundations for their future health and well-being.

It is not yet outstanding because:

- Staff do not consistently give children enough time to put their own thoughts into words while talking with them and when asking them questions.
- Staff have not been fully successful in involving parents and children in the evaluation of the provision.

What the setting needs to do to improve further

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

- support children consistently in putting their own thoughts into words during conversations and when questions are asked of them
- devise ways of capturing the views of more parents and children in evaluating the provision to further drive up standards.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. He 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

Peter Towner

Inspection findings

Effectiveness of the leadership and management is good

Leaders and staff are passionate about their work and strive for the best outcomes for children. The manager has high expectations of all staff and completes detailed evaluations of staff interactions with children. She uses supervision and appraisal meetings effectively to help improve the quality of teaching and identify staff training needs. This is having a positive impact on the quality of teaching, learning and assessment practices. The arrangements for safeguarding are effective. The manager, committee and staff are confident with their responsibilities to protect children from harm. They are fully aware of what to do should they have any concerns about children's welfare. Rigorous recruitment and induction procedures are followed to help ensure all staff are suitable for their role. Children who have special educational needs or disabilities receive prompt support to increase their rates of progress. The manager targets additional funding well to support and enhance children's achievements.

Quality of teaching, learning and assessment is good

Staff give considerable thought to arranging the learning environment each day, taking account of children's learning needs. They carry out regular observations and accurately assess children's progress to plan for their next steps in learning. Staff's interaction is of a consistently good quality and successfully deepens children's knowledge and understanding. This helps children to make good progress over time. Children's language and communication skills are given high priority. They routinely sing rhymes and the sounds the initial letters in words make to help them develop their speech. Staff help children to apply their mathematical and problem-solving skills through daily activities and planned tasks. They sing number songs, count in sequence and learn the difference between one more and one less. Children learn about other cultures, for example, they explore the similarities and differences in celebrating the New Year.

Personal development, behaviour and welfare are good

The key-person system is effective and staff have a good understanding of children's needs and interests. Children move around independently and choose what to play with and whether to play inside or outdoors. Staff boost children's self-confidence while praising their efforts and achievements. This supports children to be motivated learners who listen well to staff and each other. Children learn to manage their care needs well. They adopt healthy habits, such as positive hygiene practices before meals and cleaning their teeth after lunch. Behaviour is good. Staff talk to children in a calm and respectful manner. Older children readily share the toys and take turns.

Outcomes for children are good

All children, including those with funded places and children who have special educational needs or disabilities, make good progress in their learning. Staff use a range of strategies to assess children's starting points on entry. This means that they can positively promote children's next steps in learning from the outset. Children's language skills are effectively supported during group sessions. They participate in stories and comment on what may happen next. Children acquire good skills to prepare them well for school.

Setting details

Unique reference number	EY343025
Local authority	Sheffield
Inspection number	1064938
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	72
Number of children on roll	63
Name of registered person	Intake Pre-School
Registered person unique reference number	RP904644
Date of previous inspection	9 December 2013
Telephone number	07748168259

Intake Pre School was registered in 2007. The pre-school employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one holds level 4 and one holds early years professional status. The pre-school opens on Monday and Wednesday from 9.15am to 3.45pm, on Tuesday from midday to 3pm, on Thursday from 9.15am to 12.15pm, and on Friday from midday to 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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