

# Reach for the Stars @ Beresford



Beresford Memorial C of E First School, Novi Lane, LEEK, Staffordshire, ST13 6NR

<b>Inspection date</b>	27 January 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 leadership team has high expectations and sets a clear direction for the pre-school's future development. They are ambitious for all children to learn in a stimulating environment and achieve well. They are supported by an enthusiastic and motivated staff.
- Procedures to develop the quality of teaching are effective. Staff take good advantage of training opportunities to develop their knowledge and skills.
- Children, including those who have special educational needs or disabilities, achieve well and make good progress from their individual starting points. Staff help children to become eager to learn and well prepared for their future education.
- Staff accurately assess children's achievements and use this information to develop their interests and enthusiasm. They plan imaginative activities that are carefully matched to children's interests to challenge and engage them.
- Staff help children to develop positive attitudes and good personal learning skills. Children learn to be tolerant and patient. They play together well. They are well behaved and follow instructions.

### It is not yet outstanding because:

- The pre-school's links with the host school children attend are not developed well enough to support as much continuity in their learning and development as possible.
- Although staff have good relationships with parents, they do not give them as much support as possible to contribute towards their children's learning.

## What the setting needs to do to improve further

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

- build on the links with other schools children attend to support greater continuity in their experiences
- give parents more information and support to help them make a bigger contribution towards their children's learning.

### 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 joint observations with the pre-school manager.
- The inspector held a meeting with the pre-school manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and took account of their views.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is good

The manager provides strong and purposeful guidance to staff. She delegates responsibility well and ensures that staff have the skills and knowledge to fulfil their roles. For example, she has helped them improve the quality of teaching and provision for children who have special educational needs or disabilities. Staff, parents and children contribute to robust procedures for evaluating the effectiveness of the pre-school and planning for further development. Arrangements for safeguarding are effective. Staff are vigilant and well deployed to supervise children. All staff are well trained in child protection procedures and their knowledge and understanding is up to date. They are well trained in first-aid procedures.

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

Staff plan activities well to help children make consistently good progress towards the next steps in their learning. They accurately assess children's achievement in all aspects of their learning and use their knowledge well to support their future development. Resources are attractive and imaginative. Children are eagerly engaged in exploring the texture and nature of large ice blocks and guessing what the objects are that are frozen inside. Staff help children to build the skills they need for their future learning. They encourage children to use their imagination and collaborate. For example, they help children to serve each other a meal in their Chinese restaurant role play.

### Personal development, behaviour and welfare are good

Children learn and develop in a calm, warm and welcoming environment. Children and their parents get to know their key person well. Children are polite and friendly and staff set a good example to them. Children learn to take their turn and cooperate with each other. They grow in confidence and security. Staff promote children's knowledge and understanding of healthy lifestyles and good hygiene procedures. They help them to make healthy choices and to try new food. Staff help children to be tolerant towards those who hold different ideas and beliefs to their own. For example, they learn about a wide range of religious and cultural festivals in their role play activities.

### Outcomes for children are good

Children make good progress from their individual starting points in all areas of their learning. They are well prepared for starting school. They develop good independent learning skills to support their future learning. For example, they choose what they would like to play with and willingly try new activities. They enjoy listening to stories and rhymes and follow the plot well. They anticipate what will happen next and express their ideas clearly. They develop a good knowledge of letters and the sounds they represent. They enjoy identifying objects that start with the same sound. Children make good progress in developing mathematical skills. They sort pictures by their shape and recognise circles, triangles and squares.

## Setting details

<b>Unique reference number</b>	EY479889
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	987070
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Reach For The Stars Nursery Ltd
<b>Registered person unique reference number</b>	RP533244
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01538381221

Reach for the Stars @ Beresford was registered in 2014. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or higher, including three at level 3 and one at level 6. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school also provides out-of-school care from Monday to Friday from 7.30am until 9am and from 3pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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