

Ushaw Moor Pre-School

Silver Tree Primary School, Durham Road, Ushaw Moor, Durham, DH7 7LF



Inspection date	22 November 2016
Previous inspection date	16 January 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

- Staff ensure that the pre-school looks inviting and welcoming to children. Overall, they provide children with a wide variety of interesting and stimulating learning experiences. Children explore happily and engage well with their learning. They make good progress in their development.
- Staff interact with children with warmth, enthusiasm and care. They place great importance on developing children's confidence and self-esteem. All children demonstrate that they feel emotionally secure and arrive happy and eager to play.
- Staff tailor settling-in arrangements to meet children's needs. Transitions between different settings are carefully planned to support their emotional well-being. Children clearly enjoy their time in the pre-school and have formed strong attachments with staff.
- The pre-school has strong partnerships with parents. It uses a number of successful strategies to engage them all. Parents feel informed about the learning and care their children receive.

It is not yet outstanding because:

- Occasionally, staff do not encourage children to think things through and find solutions for themselves in mathematics, such as learning to add and take away numbers when counting.
- The manager does not yet use information from assessments as well as possible to check the progress made by different groups of children and to help close any gaps in achievement.

What the setting needs to do to improve further

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

- strengthen the quality of teaching that helps all children develop excellent thinking and problem-solving skills in mathematics
- extend the use of information gathered from assessments that help close any gaps in achievement made by different groups of children.

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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's improvement plan and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small group of parents and carers during the inspection and took account of their views.

Inspector

Lynne Pope

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff assess and minimise risks successfully. They can identify the potential signs of abuse and know who to contact should they have concerns. Staff effectively self-evaluate and this leads to the implementation of targeted development plans that drive the continual improvement of the pre-school. For example, the delivery of snack time has been evaluated and changed to meet the current needs of children. The manager effectively monitors staff practice. She supports their professional development through observations, mentoring and regular training. This helps to develop their skills and continues to improve outcomes for children.

Quality of teaching, learning and assessment is good

The well-qualified staff gather detailed information from parents about children's capabilities and interests when they first start. Overall, staff continually observe and assess children's development and successfully match planning to their individual needs. This includes children who have special educational needs and/or disabilities. Staff have a fun attitude and enthusiasm that makes learning enjoyable for children. Literacy skills are promoted well. Singing and rhyming activities happen spontaneously when staff notice children's interest in a resource. Children are eager to join in and make suggestions for what they can sing next. Children develop an appreciation for books. They look at them in a group with staff. Staff encourage them to work out what the characters are doing in the pictures. This helps children to develop their early reading skills. Children delight in craft activities. Staff use a storybook to ignite their imagination and children explore the freely accessible resources to create their own pictures. Children who speak English as an additional language are supported well. They develop a good level of English through effective strategies implemented well by staff.

Personal development, behaviour and welfare are good

Staff consistently reinforce rules and help children to resolve minor disputes amicably. This helps children to know what is expected of them and behave well. At tidy-up time, they are eager to tell their friends and help to put the resources away. Children have ample opportunities to play outdoors. This helps to support their physical well-being and good health. Healthy eating is promoted at snack time and staff teach children about healthy foods. Children learn about how plants grow when they plant in the school and local community gardens. For example, they have planted sunflowers and beans and observed how they grow.

Outcomes for children are good

All children make good progress in their learning. Staff are helping children to gain the key skills they need to be ready for the next stage of their learning, including school. Children's independence skills are developing well. They know when they need the bathroom and confidently wash their hands after activities, often without prompting. On arrival, children are learning to find their own pegs and hang their coats up. Once a week, they borrow a book to share at home with their parents. Staff meet with local teachers to help to support children's move on to school.

Setting details

Unique reference number	EY365509
Local authority	Durham
Inspection number	1065079
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	33
Number of children on roll	33
Name of registered person	Ushaw Moor Pre-School Committee
Registered person unique reference number	RP527483
Date of previous inspection	16 January 2013
Telephone number	07795022917

Ushaw Moor Pre-School was registered in 2007. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 11.45am and from 12.15pm until 3.15pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports children who have special educational needs or disabilities and those who speak English as an additional language.

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