

# The Beagle Preschool

Darwin Street, Northwich, Cheshire, CW8 1BN



<b>Inspection date</b>	15 February 2017
Previous inspection date	9 December 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

- Management of the nursery is successful and provides strong leadership. Management aspires to continuously improve and this has a positive impact on all areas of the provision.
- Experienced and well-qualified staff make regular observations to identify what children know and can do. Children engage in small- and large-group activities which are carefully planned. These activities focus precisely on children's individual learning needs and interests. This helps them to build on their skills and knowledge rapidly.
- Practitioners have a warm and caring rapport with the children and they are very good role models. They speak to children in a calm and respectful manner and consistently help children to understand how to manage their own behaviour, share and make friends.
- Partnerships with parents, other agencies and the host school in particular, are very effective. This helps to promote a highly consistent approach to children's care and learning. Children's emotional well-being and motivation to try are strongly promoted.
- Parents speak positively about the pre-school and how well staff meet the needs and interests of their children. They feel they are kept well informed by staff about their children's progress. Parents are given ideas about how to support learning at home.

### It is not yet outstanding because:

- Although there is continuous professional development for staff, it is not focused sharply enough on helping to enhance the quality of teaching to the highest levels.
- Children who prefer to learn outside do not benefit from a wide a range of resources and experiences to help further support and extend their learning.

## What the setting needs to do to improve further

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

- enhance the support given to staff to help and guide them to raise the quality of teaching to the highest level
- enhance resources and experiences available to those children who prefer to learn outside, further supporting and extending their achievements.

### 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 members of staff. The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the manager and looked at relevant records, such as evidence of the suitability of staff working in the nursery. He discussed self-evaluation and plans for improvement.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Ron Goldsmith

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate a good understanding of policies for child protection and any steps they need to take to keep children safe. The premises and equipment are clean, well maintained and secure. Staff work well together and create a vibrant and harmonious atmosphere in which children are thriving. Additional funding is used creatively to gain equipment that supports children's unique needs. Good systems are in place for engaging with other professionals in order to gain any additional support a child may need. There is a positive and productive relationship with the host school which most of the children will attend.

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

Staff use their experience and training effectively to provide children with an exciting and well-resourced learning environment. They plan stimulating experiences to support children's ideas, interests and next steps in learning. Staff provide good explanations and ensure they respond keenly to the interests of children to motivate and drive forward their learning. Staff enthusiastically engage with children. They give children the challenge they need to support their learning. For example, staff build on children's growing mathematical knowledge by asking them to recognise number, colour and shape. They allow children time to formulate and express ideas, effectively supporting children to be critical thinkers. Staff are sensitive to the needs of the very youngest children and encourage them in their interest in exploring objects and the environment. Children are developing their physical skills well and staff help them to develop good communication and language skills by talking to them as they play.

### Personal development, behaviour and welfare are good

There is good support for children's emotional well-being as children move between activities, between rooms and on to school. Staff take the time to ensure children feel safe and secure. They help children to understand when it is time to listen to other children or adults. Children enjoy working cooperatively together. For example, as they build large towers with blocks outdoors. They move with confidence and purpose around the pre-school, independently selecting resources and tools for a reason. Children enjoy fresh air and exercise throughout the day. They enjoy nutritious and healthy snacks and confidently pour drinks for themselves.

### Outcomes for children are good

Children make good progress given their starting points. They are becoming independent learners who are able to develop their own play. They practise early writing skills and recognise letters and numbers in print. Children develop good language and communication skills. They become confident in sharing their own ideas and learn to share and to listen to the views of their friends. Children develop the skills needed for future learning and the move on to school.

## Setting details

<b>Unique reference number</b>	EY452147
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1066228
<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>	2 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Acorn Childcare Nursery Limited
<b>Registered person unique reference number</b>	RP523881
<b>Date of previous inspection</b>	9 December 2013
<b>Telephone number</b>	01606 786423

The Beagle Preschool was registered in 2012. The pre-school employs eight members of childcare staff, six of whom hold appropriate early years qualifications at level 3. The manager holds early years professional status. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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