

Chipping Childrens Community Alliance/Early Learners Pre School



Brabins Endowed Primary School, Longridge Road, Preston, PR3 2QD

Inspection date 28 March 2017
Previous inspection date 3 March 2014

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

- The new manager and her team are committed to improvement and, overall, have a clear understanding of the strengths and weakness of the setting. Staff focus strongly on promoting positive outcomes for children. Children make good progress across all areas of their learning and development.
- Staff have formed strong bonds with children and effectively support their emotional well-being and confidence. Staff are very kind and caring.
- Staff plan a good range of stimulating and exciting activities for children, both indoors and outside. Staff make good use of observations of children's learning.
- Partnerships with parents are good. Parents contribute well to the assessment process. Parents share information about children's achievements from home to provide a consistent approach to children's learning.

It is not yet outstanding because:

- Although the new manager has recently reviewed the setting and has put in place new systems to improve the provision, some initiatives are not fully embedded to show the impact of the changes made.
- Although a programme for the professional development of staff is in place, it is not fully embedded to show the impact on the already good teaching and practice.

What the setting needs to do to improve further

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

- embed and build on the changes made to practice and monitor the impact of these changes to ensure a sharp focus on continuous future development is in place
- sharpen the focus for the professional development and supervision of staff that complements the already good teaching and practice.

Inspection activities

- The inspector undertook a tour of the premises.
- 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 held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Emma Barrow

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have training in how to protect children. They are kept up to date with changes through team meetings and regular training. Staff know what action to take and who to contact should they have any concerns about children's welfare. The manager monitors children's progress and this helps to identify any gaps in their achievement. Staff are qualified and use their good skills to support children's overall development and learning.

Quality of teaching, learning and assessment is good

Children enjoy their time at this vibrant setting. They make choices about what they want to do and freely move between the inside and outdoors. Staff skillfully promote children's speaking and listening skills, for example, through everyday conversations. Children are helped to be independent and to manage their own needs well. Children enjoy playing in the large sand pit, pouring and filling, contributing to the development of their hand-eye coordination. They delight in exploring the construction area that helps support their understanding of size, shape and measure. Children learn to sit and concentrate, for example, as they contribute to circle time and singing sessions.

Personal development, behaviour and welfare are good

Children are secure and settled and enjoy their time in the well-planned learning environment. Children develop healthy lifestyles and take part in daily exercise. Staff discuss children's care needs with parents to promote children's well-being effectively. Children are given lots of opportunities to explore outdoors, develop their physical skills and learn to manage calculated risks. For example, children enjoy picking up baked beans with chopsticks, jumping and counting on the trampoline, and climbing the equipment. Staff use praise well and children respond enthusiastically. This good approach helps promote children's feelings of self-worth and motivation to try and learn.

Outcomes for children are good

Children make consistently good rates of progress across all areas of their learning and development. They are animated, active learners who enjoy exploring and being creative as they play and learn. Through purposeful activities and consistently good teaching, children are well prepared for their future learning and the move to school.

Setting details

Unique reference number	EY336889
Local authority	Lancashire
Inspection number	1088003
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	14
Number of children on roll	18
Name of registered person	Chipping Children's Community Alliance Committee
Registered person unique reference number	RP526335
Date of previous inspection	3 March 2014
Telephone number	01995678297

Chipping Children's Community Alliance registered in 2006. The Early Learners pre-school, breakfast and after school club employs five members of childcare staff. Of these, four hold appropriate early years qualification at level 3, and one has a degree in childhood practice. The setting opens from Monday to Friday during term time only. Sessions are from 7.30am until 6pm. The Early Learners pre-school provides funded early education for children aged two-, three- and four- years.

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