

All Smiles Pre-School Playgroup

Rosehill Church, Westbourne Avenue, Bolton, Lancashire, BL3 2JZ



Inspection date

4 May 2017

Previous inspection date

24 April 2015

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

- Parents praise the pre-school staff and managers for the high-quality care practices that contribute to children being ready to learn. The staff's highly individual attention to children's emotional needs contributes to them settling rapidly.
- Staff and managers provide excellent teaching that quickly helps children to develop independence and self-care skills. Children are strongly encouraged to think about how to manage their physical needs and to find the resources they need for their play.
- Support for parents and children who speak English as an additional language is highly comprehensive. Children who speak English as an additional language make very good progress, gaining the vocabulary and speaking skills that promote readiness for school.
- Managers make effective use of what they know about the progress of different groups of children to help drive continuous improvement in the quality of provision. They identify some ways to tailor practice even more closely to children's needs and children who receive additional funding make good progress from the outset.

It is not yet outstanding because:

- Managers and staff have not fully explored how they can help all parents contribute to the exceptional continuity of progress for children.
- Managers do not evaluate all aspects of teaching and the learning environment with the levels of precision that promote a consistently outstanding quality of provision.

What the setting needs to do to improve further

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

- explore ways to deepen all parents' involvement in promoting exceptional progress for children
- refine the precision with which teaching and the learning environment are evaluated, identifying more areas where practice can be raised to consistently excellent levels of quality.

Inspection activities

- The inspector observed the quality of practice indoors and outside and assessed the impact of this on children's welfare and learning.
- The inspector spoke to staff and children during the inspection.
- The inspector completed an evaluation of teaching with the pre-school manager.
- The inspector held meetings with the pre-school manager. She examined relevant documentation, including evidence of checks on the suitability of staff working in the pre-school.
- The inspector spoke to one parent to gain their views and examined written evidence of parents' views of the pre-school.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff and the manager have a secure knowledge of how to recognise and report any concerns they may have about children's welfare. Procedures to ensure that children are only collected by persons authorised by their parents are robust. Managers make regular checks that staff have the knowledge and skills needed to carry out their roles effectively. They monitor children's progress closely with staff to help identify where any gaps in learning may be emerging and make plans to narrow these. Managers and staff use supervision sessions to accurately determine their professional development needs and build effectively on their experience and qualifications to benefit children.

Quality of teaching, learning and assessment is good

Staff adapt activities well for individual children and provide levels of challenge accurately matched to their needs that promote at least good progress. Children quickly learn to use language related to position correctly, such as in front and behind, due to skilled teaching. They show a secure knowledge of letters and the sounds they make at the start and end of words, showing good progress in early literacy. Staff use daily routines effectively to promote children's learning in early numeracy. Children count how many crackers they have at snack times and hold up fingers to show this. Children's imaginative play is well used to develop their vocabulary. Staff provide good teaching to help children develop the skills needed before learning to write. They effectively teach children about natural phenomena, such as the evaporation of water and melting of ice.

Personal development, behaviour and welfare are good

Staff and managers are highly responsive to children's care needs. Children learn to brush their teeth at the pre-school as part of an initiative to improve children's dental health in the locality. Staff encourage children to develop an awareness of how to stay safe. Children enjoy receiving stickers when staff see that they have put on their seat belts to travel home by car. Parents are provided with a wealth of information to help them learn to manage their children's health and safety, as well as to inform them about local services for families. Staff provide multilingual support to help all parents provide and access information about their children's learning and well-being overall. This contributes to the high standards of promoting children's welfare.

Outcomes for children are good

Children make good progress towards gaining the skills and knowledge needed to be ready for school, including those who receive early education funding. Children are confident and motivated to try new experiences and learn from them. They learn routines and habits that contribute to maintaining their good health. Children develop respect for others and form friendships. They learn to share resources and take turns.

Setting details

Unique reference number	403574
Local authority	Bolton
Inspection number	1091023
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	39
Name of registered person	Victoria Richmond-Bailey and Grace Leach Partnership
Registered person unique reference number	RP524188
Date of previous inspection	24 April 2015
Telephone number	07851491753

All Smiles Pre-School Playgroup registered in 1996. It operates Monday to Friday, term time only. Sessions are from 8.30am until 3.30pm. The playgroup employs six staff, of whom five hold relevant qualifications at level 3 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

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