

Christleton Pre-School

The Scout Hut, Whites Lane, Christleton, CH3 6AH



Inspection date	18 May 2017
Previous inspection date	26 January 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

- The quality of teaching is good. Interactions between the staff and children are used effectively to support all aspects of children's development. Staff challenge children's thinking and knowledge through a good range of questioning.
- The manager has a strong drive to improve. Thorough systems for self-evaluation identify strengths, areas for improvement and how these will be achieved. The manager takes into account the views of staff, parents and children.
- An effective key-person system ensures that children form close relationships with the staff. Staff are responsive to children's needs and interests. They place a strong emphasis on developing children's emotional well-being. Children are happy and settled in the nursery.
- Children are motivated learners who play and explore the stimulating and well-resourced learning areas. They lead their own play and demonstrate a positive attitude towards learning. All children, including those who speak English as an additional language, are making good progress.

It is not yet outstanding because:

- Staff do not involve parents as fully as possible in the assessments of the starting points for children's learning.
- Arrangements for staff supervision are not focused sufficiently on helping staff build on their good skills and knowledge and achieving excellent outcomes for all children.

What the setting needs to do to improve further

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

- involve parents more fully in the assessments of the starting points for children's learning
- enhance the arrangements for supervision that supports staff to build further on their good teaching skills and increases the potential to achieve excellent outcomes for all 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 evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lynsey Hurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Robust policies and procedures support staff's daily practice in ensuring children are kept safe and protected from harm. Staff have good safeguarding knowledge and are clear about their role in protecting children from harm. Equality and children's understanding of diversity are promoted well. The pre-school serves a diverse community and staff work closely with families to meet all children's individual needs. Partnerships with the local school are good. Information is shared when children move on to school to promote continuity in their learning. The children are involved in school activities, such as sports days, which helps them to develop an understanding of school life. Tracking and monitoring of children's progress is used well to identify potential gaps in children's learning.

Quality of teaching, learning and assessment is good

Regular and precise assessments of children's progress show that all children are making good progress. These are shared with parents to ensure they are kept up to date with their child's current level of achievement. Staff have a good understanding of how to promote children's learning. They provide children with fun and challenging activities that ignite their interest and curiosity. For example, staff help children to use scissors to chop different herbs to develop their cutting skills. Children are encouraged to taste, smell and think about when and if they have come across the herbs before. Staff ask the children probing questions to encourage them to think about meals they may have tasted the herbs in. Staff promote children's mathematical skills well. They engage children in activities to support their understanding of mathematical concepts, such as half and whole.

Personal development, behaviour and welfare are good

Staff promote children's independence and ability to do things for themselves well. For example, staff engage children in food preparation and encourage them to try new foods and tastes. Children are well behaved and are clear about the expectations for behaviour in the pre-school. Daily opportunities to be active, both inside and outside, help to promote their good health and physical well-being. Staff encourage them to feel their heart beat following physical activities. They teach the children about drinking plenty of water and why this is important to their physical health.

Outcomes for children are good

Children make good progress in their learning from their starting points, including those who attend the pre-school on a funded place. They are enthusiastic, motivated and keen to explore and try new activities. Children acquire the skills, knowledge and attitudes to learning that prepare them well for starting school. They can identify letters and the sounds they represent and they can write their names. Children are developing an understanding of the effects of physical exercise on their bodies.

Setting details

Unique reference number	305024
Local authority	Cheshire West and Chester
Inspection number	1090593
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 - 4
Total number of places	24
Number of children on roll	21
Name of registered person	Christleton Pre-School Committee
Registered person unique reference number	RP910773
Date of previous inspection	26 January 2015
Telephone number	07890 105 935

Christleton Pre-School registered in 1986 and is managed by a committee of parents. The pre-school employs six members of childcare staff, of whom five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm on Mondays, Tuesdays, Wednesdays and Fridays and from 9.15am until 3.15pm on Thursdays. The pre-school provides funded early education for three- and four-year-old children.

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