

# Irby Primary Pre-School

Irby Primary School Site, 40a Coombe Road, Irby, Wirral, Merseyside, CH61 4UR



<b>Inspection date</b>	25 May 2017
Previous inspection date	24 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Leaders and staff have worked hard to improve the quality of the provision in the pre-school since the last inspection. They use effective self-evaluation and involve parents to identify areas for improvement.
- Staff provide a wealth of fun, interesting and challenging activities and experiences. Children are consistently busy and engaged in play. Staff engage enthusiastically in children's physical play and support their well-being successfully.
- Staff have a good knowledge and understanding of each child and skilfully enable children to independently explore and investigate the environment. They balance this with well-timed interventions to challenge children and extend their learning.
- Staff work closely with parents, who speak positively about the pre-school and say how well staff meet the needs and interests of their children.
- Staff work closely with a range of relevant professionals to meet the individual needs of children. Good links with the host school help to ensure that children are sensitively helped through their move to school.

### It is not yet outstanding because:

- At times, staff miss opportunities that arise to build on children's interest in activities, in order to extend their language and conversational skills.
- Arrangements to monitor the progress of different groups of children are not fully embedded, in order to identify any emerging gaps in learning more swiftly.

## What the setting needs to do to improve further

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

- support staff to recognise when to allow children more time to enjoy conversations, in order to extend their language even further
- develop further the tracking and monitoring systems in order to identify any emerging gaps in learning more swiftly.

### 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 and completed two joint observations with the manager of the pre-school.
- The inspector held a meeting with the manager and looked at relevant documentation, such as evidence of the suitability of staff. 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 are trained in child protection and understand how to keep children safe from harm. Secure entry systems contribute to the safe environment. Staff receive support to understand their roles, for example, through regular individual and team meetings. Supervision and further training help to develop and improve their knowledge and teaching skills. This helps them to support good outcomes for children. Strong partnerships with local childminders, nurseries and the host school help to maintain consistency and continuity for children's learning.

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

Children's interests and next steps in learning are well promoted. Children enjoy a broad range of activities. For example, they have fun exploring number, shape and mathematical language in sand play activities. They search for hidden pebbles with numbers on and say, 'Wow, look at this' as they make their own discoveries. Children enjoy role play and imaginatively prepare food for customers in their cafe. They enjoy learning to make purposeful marks on paper with pens, which they hold confidently, and independently choose books to share with staff and the other children. This helps to develop their creativity and literacy. Staff skilfully adapt their practice during activities to meet children's individual needs. They encourage children to persist with activities, reshape tasks and provide clear explanations to increase their learning.

### Personal development, behaviour and welfare are good

Children are settled and happy. Staff sensitively help children to make friends and be an active part of the group. Staff get to know children well and are warm and friendly. Staff find out about, and value, children's cultures and backgrounds. Children have a positive awareness of people's differences and learn to respect others' opinions. They display good levels of self-esteem. Children's physical well-being is promoted. Staff teach children about the importance of being healthy, such as the benefits of eating well, adopting good hygiene routines and taking exercise. Staff teach children effectively to stay safe and healthy. For example, children know not to go outdoors without an adult. Children enjoy being outdoors, where they hide in the den or experiment with water. They understand why they wear hats and use sun block on hot days. They gain confidence in moving in different ways as they explore the outdoor environment.

### Outcomes for children are good

Children develop into confident and inquisitive learners. They develop valuable emotional, physical and communication skills. They enjoy taking responsibility for small tasks, such as setting tidying away or helping at mealtimes. Children are well prepared for the next stage of their education, including the eventual move to school.

## Setting details

<b>Unique reference number</b>	306407
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1053158
<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>	3 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Gaynor Vaughan
<b>Registered person unique reference number</b>	RP903132
<b>Date of previous inspection</b>	24 May 2016
<b>Telephone number</b>	0151 345 1462

Irby Primary Pre-School registered in 1993 and operates from self-contained premises in the grounds of Irby Primary School, Wirral. The pre-school employs six members of childcare staff, all of whom hold early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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