

# Christopher Robyn's Pre-School

The Guide Hut, 1 Mill Lane, Woodley, Stockport, Cheshire, SK6 1QJ



## Inspection date

25 May 2017

## Previous inspection date

8 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

- Leaders accurately evaluate the quality of the pre-school. They are committed to making further improvements to enhance children's experiences. Staff have worked hard to maintain good standards. They provide children with countless opportunities and teach them many skills to prepare them for future learning and school.
- Well-qualified staff complete accurate observations and assessments of children's development. They swiftly identify and address any areas where achievement is less than expected. All children make good progress.
- Staff arrive early to transform the premises into a stimulating and exciting learning environment for children to explore. Children follow their own interests and play with a range of fascinating resources and activities. They are keen learners who approach their learning with real enthusiasm.
- Children settle extremely well in this happy, fun filled pre-school. They are confident, independent and develop excellent relationships with each other. This contributes to their strong sense of emotional security. Children's behaviour is excellent.

### It is not yet outstanding because:

- Staff do not always provide further challenge for the older or most-able children.
- Systems used to gather ongoing information from parents about children's development are not always successful and information gathered from parents on entry is not detailed enough to help staff to plan even more precisely from the start.

## What the setting needs to do to improve further

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

- provide additional challenge for the older and most-able children and increase the potential for them to make rapid progress in their learning
- establish highly effective systems to gather detailed information from parents to further support children's progress.

### Inspection activities

- The inspector had a tour of all the areas of the pre-school. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held ongoing discussions with the provider and the manager and carried out an evaluation of teaching with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, risk assessments and children's records. She discussed the pre-school's self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents through discussions and written feedback obtained prior to inspection.

### Inspector

Layla Davies

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff fully understand child protection procedures and understand the correct steps to follow should they have a concern about the welfare of a child. Risk assessments are completed each day as staff set up the environment. This helps them to identify risks and take action to minimise any possible hazards. This contributes towards children's safety. Daily discussions allow staff time to reflect on children's learning and share ideas. This contributes towards effective team working. Leaders also provide coaching and mentoring to staff while working alongside them. This helps to drive forward improvements in the quality of teaching. Staff develop good relationships with local school teachers. This helps to support older children during the transition to school.

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

Staff plan a balanced range of activities indoors and outside. Overall, they carefully consider children's learning needs and individual interests. This helps to ignite children's curiosity and supports their willingness to learn. Staff respond to children's emerging interests. For example, when children find a worm outside, staff provide magnifying glasses and binoculars. They skilfully extend the activity to enhance mathematical awareness. Children talk about the length and shape of the worm. Children have many experiences to explore using their senses. Younger children play with rice and pasta and manipulate dough into shapes. Children are creative and imaginative. Staff provide real life experiences. For example, children delight in role play at the pretend post office. They complete receipts, use calculators, count money and serve the customers.

### Personal development, behaviour and welfare are good

Staff provide healthy snacks and advise parents on suitable packed lunch options. This contributes towards children's physical health. They enjoy regular opportunities to be active in the appealing outdoor area. Staff take children on many outings and to places of interest in the local community. Children are settled. They have well-established relationships with long serving staff. Children develop an excellent understanding of the similarities and differences between themselves and others.

### Outcomes for children are good

All children, including children who speak English as an additional language, clearly communicate their wants and needs. Children develop strong reading and writing skills. Older girls capably use water and brushes to make marks as they write on a large scale outdoors. Younger children start to form recognisable letters as they copy their name cards using pencils. All children, including children in receipt of funding, make good progress. They learn an abundance of skills in preparation for future learning.

## Setting details

<b>Unique reference number</b>	501467
<b>Local authority</b>	Stockport
<b>Inspection number</b>	1091058
<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 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Sharon Beverley Dalton Daniels
<b>Registered person unique reference number</b>	RP512836
<b>Date of previous inspection</b>	8 January 2015
<b>Telephone number</b>	07967 268499

Christopher Robyn's Pre-School registered in 1998. The pre-school is open Monday to Friday, 9.30am to 3.30pm, during term time only. The pre-school employs four members of childcare staff. Of these, three members of staff hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year old children.

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