

# Christopher Robyn Pre-School

St Alban's Church Hall, St Simon's Close, Offerton, SK2 5AG



<b>Inspection date</b>	20 June 2017
Previous inspection date	10 June 2015

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

- Leadership is good. Staff work closely together and have a shared vision. There is a clear commitment to continue to make improvements. Self-evaluation processes actively contribute towards sustaining the good provision
- Well-qualified staff have a good understanding of how children learn. They plan interesting activities that children enjoy. Children make good progress. Young children are prepared for their future learning and older children are ready for school.
- Children's behaviour is excellent. They are confident, self-assured and motivated to learn. Staff are positive role models who acknowledge and praise children's achievements.
- Partnership with parents is strong. Staff keep parents updated about all aspects of their children's care and learning. Staff suggest ways to help parents to support children's learning at home.
- Staff are friendly and welcoming. They transform the hall into an exciting learning area. Flexible settling-in sessions contribute towards children's emotional well-being. They develop secure relationships with long serving staff who know them well.

### It is not yet outstanding because:

- The monitoring of staff practice is not yet specifically targeted or precise enough to raise the overall quality to the highest level.
- Staff do not consistently support children's independence and decision-making skills.

## What the setting needs to do to improve further

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

- enhance the monitoring of staff practice that helps to raise quality to the highest level
- support all children to make decisions for themselves and provide further opportunities for them to develop their independence skills.

### Inspection activities

- The inspector toured all 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 and carried out an evaluation of teaching with the provider/manager.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed 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.
- The inspector spoke to staff and children at appropriate times during the inspection.

### Inspector

Layla Davies

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider, who is also the manager, ensures that all staff are trained in child protection procedures. They are confident in the steps to take to report any concerns. This helps to protect children's safety and welfare. Children are free to play and explore in a safe environment. On arrival, staff carry out safety checks on all parts of the premises, toys and equipment. Staff receive support and training which, generally, helps them to continue to develop their knowledge and keep their skills updated. The manager tracks the progress made by individuals and groups of children. Staff work closely with external professionals to provide good support for children who have special educational needs and/or disabilities. Any identified gaps in learning are quickly identified and appropriate action is taken.

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

Regular planning takes place and observations and assessments are used well to identify what children need to learn next. Staff skilfully adapt group sessions to consider the learning needs of all ages. They ask purposeful questions which encourage children to think about and communicate their responses. Overall, this contributes towards their thinking and strong speaking skills. Two-year-old children delight in filling containers with cereals. They relish the sensory experience of feeling the crunchy texture between their fingers. Older children form recognisable letters as they draw and colour in pictures. They particularly enjoy making marks on a large scale outdoors, using water and brushes. This helps to support their writing skills. Younger boys capably operate battery-operated toys. They delight in listening to the sounds that the equipment makes as they press the buttons. This helps to support their technology skills.

### Personal development, behaviour and welfare are good

Staff help to support children's physical health and well-being. Children benefit from regular outdoor play and staff advise parents about suitable options for healthy packed lunches. Staff ensure that children understand how to keep themselves safe in hot weather. For example, as children put on sun hats and sun cream, staff explain the reasons for staying safe in the sun. Staff find out about children's individual needs. This helps them to plan to support them during the transfer into the pre-school and during the move on to school. Children take home a teddy bear and delight in sharing photographs and talking about their weekend with the bear.

### Outcomes for children are good

Children develop good relationships with others and play cooperatively together. Younger boys take turns to match picture cards during a tabletop activity. Older children use their imaginations well. During a role-play activity, they pretend to go to the shops. They invite others into the game and share the play food. All children, including children in receipt of additional funding, make good progress in relation to their skills and capabilities on entry. They are well prepared for the next stages in learning.

## Setting details

<b>Unique reference number</b>	EY399723
<b>Local authority</b>	Stockport
<b>Inspection number</b>	1094059
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Sharon Sandra Davies
<b>Registered person unique reference number</b>	RP908757
<b>Date of previous inspection</b>	10 June 2015
<b>Telephone number</b>	07855 627594

Christopher Robyn Pre-School was registered in 2009. It employs four members of childcare staff. All of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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