

Allendale Pre-School

Happy Days, Shilburn Road, Hexham, Northumberland, NE47 9PT



Inspection date

11 July 2017

Previous inspection date

9 March 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 are very complimentary about the care and teaching provided. Staff members actively encourage parents to contribute to children's achievements at home, in order to help them develop a wider view of children's development.
- The staff demonstrate good teaching skills and an effective drive and skill in continuing to raise the quality in all areas of the pre-school. They are well supported by an effective committee and parents.
- The staff understand the importance of obtaining information about children's interests, medical backgrounds and dietary requirements. They regularly discuss and evaluate the care provided to children and the activities offered.
- Staff get to know the children extremely well and build up close and caring bonds. They provide plenty of praise for children to help them recognise what they are doing well.
- Overall, children make good progress in their learning and development from their various starting points.

It is not yet outstanding because:

- Those children who prefer to learn outdoors do not always have consistent opportunities to practise their reading and writing skills in their play and learning.
- Reading materials are not fully organised and presented effectively to sustain children's interest and enjoyment of books.

What the setting needs to do to improve further

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

- support children who prefer to learn outdoors even further to have sufficient opportunities to explore reading and writing in their play and learning
- improve how books and other reading materials are presented, in order to fully sustain children's interest and enjoyment of books and reading.

Inspection activities

- The inspector observed the activities indoors and outdoors, and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and registered individual. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

Inspector

Anthea Errington

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Written safeguarding policies help to ensure staff members and parents are aware of procedures. Staff have a clear understanding of their role to report any concerns about a child's welfare. The manager routinely supports staff's professional development to improve their skills. For example, she regularly observes their practice and meets with them to identify their strengths and training needs. Management and staff have worked hard to improve the setting. They actively seek the views of parents and other professionals, such as their early years adviser. This helps to ensure that the improvements they make have a positive impact on the outcomes for children. Robust suitability checks ensure that staff are suitable to work with children and help to keep children safe. Progress checks for children aged between two and three years are now completed to support continuity in children's care and education.

Quality of teaching, learning and assessment is good

Staff observe children closely and regularly assess their development to find out what they need to learn next. This helps them to plan effectively for children's learning and development. Children access a broad range of resources that are interesting and age appropriate. Staff ask purposeful questions to help children think about their learning. Children learn mathematical concepts as they identify which jug of water is the heaviest. They discover how equal amounts of water poured into the jugs mean they are the same. Staff know how to interact positively with children and encourage them to recall special events. Children demonstrate their good communication skills; for example, as they confidently discuss their recent trip to the seaside and state that the water was very cold on their toes.

Personal development, behaviour and welfare are good

Children are confident and settle quickly into the pre-school. Staff members are warm and responsive towards them and interact fully with them to help encourage children's emotional well-being. Children display good levels of independence when carrying out activities and managing their own personal needs. Staff allow them to decide when they need a snack, and children serve themselves fruit and drinks. Children learn about the importance of physical exercise and readily join in the musical movement session that is delivered by the enthusiastic staff team. In addition, they have good opportunities to enjoy fresh air as they go on regular trips and play outdoors daily. Children know and learn about keeping themselves safe. For example, they discuss road safety as they prepare to go to the local post office, and know they should not run on the road.

Outcomes for children are good

All children progress well in their learning and development. They acquire a good range of skills which supports the next stages of their development, including being prepared for starting school. Children understand the routines and show a good sense of security. They have good opportunities to discover the natural world as they explore nature and enjoy trips in the surrounding countryside.

Setting details

Unique reference number	EY498781
Local authority	Northumberland
Inspection number	1096815
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	24
Number of children on roll	31
Name of registered person	Allendale Pre-School
Registered person unique reference number	RP901031
Date of previous inspection	9 March 2017
Telephone number	01434683042

Allendale Pre-School registered in 2016. The provider employs six members of childcare staff. Of these, one holds early years professional status, five hold appropriate early years qualifications at level 3 and one holds level 2. The pre-school opens from Monday to Friday during term time. Sessions are from 9am to 3.15pm. The pre-school receives funding for the provision of free early education to two-, three- and four-year-old children.

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