

Priorslee Pre-School

Priorslee Community Centre, Priorslee Avenue, Priorslee, TELFORD, Shropshire, TF2 9NR



Inspection date

14 July 2017

Previous inspection date

15 May 2014

| 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

- Staff form secure and warm relationships with children and this supports their emotional needs well. Children are very happy, confident and keen to explore.
- Staff work effectively as a team and are very good role models for children. Children are well behaved, considerate and learn to respect other people's ideas and views.
- Parents are engaged well in children's learning. They know how their child is progressing. They are well supported by staff to promote their child's learning further at home.
- Staff regularly observe children as they play, assess their progress and plan interesting and fun activities. This means that all children, including those in receipt of additional funding, enjoy their time at the playgroup and make good progress.
- Children benefit from a calm, nurturing, relaxed atmosphere and the sensitive interaction of caring, attentive key persons. This has a positive impact on children's physical and emotional well-being.

It is not yet outstanding because:

- Sometimes, staff do not make the most of opportunities to challenge the most-able children and support their learning and development to the highest level.
- Managers do not always use information from comparing the progress that groups of children make effectively, in order to further tailor support to promote their good progress.

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 make the most of opportunities to challenge most-able children to make rapid progress in their learning and development
- strengthen the use of information used to compare the progress that groups of children make, and tailor support to promote their good progress.

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 to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup's managers. She looked at relevant documentation and evidence of the suitability of committee members and staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a good knowledge of the signs and symptoms of abuse. They know to follow the pre-school's comprehensive policies and report any such concerns to the local authority. The management team implements a robust system of recruitment and induction of staff. Staff attend regular training to keep themselves up to date with any new developments and further their learning. Staff work closely with other professionals. They share assessments of children's achievements with settings that children move on to. Parents are very complementary about the care their children receive. The managers demonstrate a strong commitment to providing high-quality care and education. They regularly evaluate the pre-school, which helps them to identify areas for improvement.

Quality of teaching, learning and assessment is good

Most staff are qualified and they have a good understanding of how children learn and develop. Staff consider children's individual needs well to plan interesting activities to support their next steps in learning. They provide a wide range of activities that encourage children to develop their early writing and mark-making skills. For example, children make marks with a variety of media, such as chalks, paints and pencils. Staff extend children's language development well. For example, staff and children sing and dance to action songs enthusiastically. Children demonstrate that they have good attitudes to learning. They love books and are keen to show their ideas about their favourite stories.

Personal development, behaviour and welfare are good

Children's self-esteem is raised through the frequent praise and encouragement they receive from staff. They learn to be independent, for example, they serve their own snacks and staff encourage them to tidy up the toys at the end of the session. Staff place a high priority on teaching children about the benefits of living a healthy lifestyle. Children are very knowledgeable about what foods are good for them and comment that fruit makes them, 'big and strong'. Staff remind them to use good hygiene practices, such as to wash their hands before mealtimes and after outdoor play. They behave kindly to one another and learn skills, such as sharing and taking turns. Staff are consistent in their approach to behaviour and provide clear explanations that support children's understanding.

Outcomes for children are good

All children gain the skills they need for the next stage in their learning and the move on to school. Children are confident and eager participants in activities. They are confident talkers, keen to share their experiences with each other and staff. Children learn to use everyday technology well. They develop good imaginations and learn to manage tasks for themselves.

Setting details

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| Unique reference number | 208249 |
| Local authority | Telford & Wrekin |
| Inspection number | 1087648 |
| Type of provision | Sessional 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 | Priorslee Pre-school Committee |
| Registered person unique reference number | RP525395 |
| Date of previous inspection | 15 May 2014 |
| Telephone number | 01952 299979 |

Priorslee Pre-School registered in 1991 and is located in Telford, Shropshire. It is managed by a voluntary committee. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The setting opens Monday to Friday, during school term time. Sessions are from 8.55am until 11.55am and from 12.15pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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