

Barton Clough Pre-School & OOSC

Audley Avenue, Streford, Manchester, M32 9TG



Inspection date	14 September 2017
Previous inspection date	3 March 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

- Managers and staff have high expectations of all children. They create a stimulating learning environment which captures children's interests and supports their curiosity. Children are actively engaged in activities that support all areas of their development.
- Staff make accurate assessments of children's development and plan next steps to support their individual learning. They foster children's understanding of a healthy lifestyle very well, through daily exercise, healthy eating and good hygiene routines.
- Children are settled and happy. They are cared for by staff who know them well and who support their social and emotional development very effectively. Children respond well to the nurturing nature of staff and share supportive relationships with them.
- Partnership working with parents and other professionals is strong. This helps to provide a shared approach to supporting children's individual care and their learning.
- Managers lead by example as they work alongside staff. They monitor the quality of teaching and coach staff to help to extend their knowledge and skills. Managers track the progress of different groups of children's learning to close gaps as quickly as possible.

It is not yet outstanding because:

- Occasionally, when staff ask children questions, they do not give them enough time to think about what they want to say and how to formulate their response.
- At times, group activities do not offer enough challenge for the most able children to maximise their learning.

What the setting needs to do to improve further

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

- ensure that children are given sufficient time to think about a question they have been asked and then express their own opinions
- ensure that during group activities all children receive high levels of challenge, matched to their level of development, to maximise their learning.

Inspection activities

- The inspector observed the quality of teaching and considered the impact this had on children's learning. Two joint observations were carried out with the registered provider.
- The inspector held a meeting with the registered provider and discussed their self-evaluation of the pre-school and future development plans.
- The inspector looked at a selection of documentation, including children's learning records, policies and procedures and staff training records.
- The inspector considered evidence of suitability checks carried out for all staff working in the pre-school.
- The inspector held discussions with staff and children throughout the inspection. She spoke to a number of parents and took account of their views.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff use risk assessment effectively to maintain a safe environment for children. They have a secure understanding of the correct procedures to follow to support children's welfare. Staff suitability is well monitored and they attend regular training to enhance their knowledge and skills. This helps to support children's learning and their well-being. Managers use self-evaluation and reflective practice effectively to develop action plans that help to drive forward continuous improvement. Information is shared well with other settings that children attend. This contributes towards supporting continuity of care and complementary learning opportunities. Parents' comments are very positive about the quality of the provision.

Quality of teaching, learning and assessment is good

Children demonstrate a sense of belonging and are confident in making choices about their play. Staff support this well as they play alongside them. For example, children use their imagination as they build a structure using large wooden blocks. Staff talk to children about what they are doing to help support their play and promote their language skills. Children are enthusiastic as they join in with actions rhymes, fostering their literacy and physical development. They enjoy independently looking at a wide range of books. Staff help to extend children's literacy skills at story time and through home learning opportunities. Children delight as they investigate pouring and stirring bubbly water. They enjoy trying out different ways to do things as they explore mixing ingredients in the mud kitchen.

Personal development, behaviour and welfare are good

Staff are positive role models. They are consistent in their approach to promoting children's positive behaviour and use explanation to support their understanding. Children play cooperatively and are encouraged to take turns and share resources. Staff foster children's self-esteem with effective praise and encouragement. They help children to think about what they can do independently, which helps to promote their confidence. Staff promote children's self-care skills well and encourage them to take appropriate risk in their play. For example, young children try hard to climb to the top of the climbing frame and are delighted to succeed. Managers provide targeted intervention to support children's individual needs. This helps to support their well-being.

Outcomes for children are good

All children, including those whose starting points are below expected levels when they start to attend, make good progress in their learning. Children who have special educational needs and/or disabilities are well supported. Staff encourage children to count and recognise shapes, fostering their mathematical development. Children make marks with a range of different materials which helps to promote their writing skills. They are well motivated and are becoming independent learners. Children are acquiring skills and knowledge that will help to support their future learning, including moving on to school.

Setting details

Unique reference number	EY287424
Local authority	Trafford
Inspection number	1092003
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	40
Number of children on roll	81
Name of registered person	Alison Mary Glasgow
Registered person unique reference number	RP512487
Date of previous inspection	3 March 2015
Telephone number	0161 748 5755

Barton Clough Pre-School registered in 2004. The pre-school employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and one holds an appropriate early years qualification at level 4. There are four members of staff who hold an appropriate early years qualification at level 3 and two hold an appropriate early years qualification at level 2. The pre-school opens from 7.45am until 5.45pm, Monday to Friday, term time only. Within these sessions, it operates a before- and after-school club. The pre-school provides funded early education for two-, three- and four-year-old children.

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