

# Rixton-With-Glazebrook Pre-School



St Helen's CE Primary School, Birch Road, Hollins Green, Warrington, WA3 6JS

<b>Inspection date</b>	14 September 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Since registration and the move into the host school, the provision for children has continually improved. The manager is well motivated. She links closely with other settings and local advisers to robustly monitor the quality of the provision.
- Partnership working with the host school is impressive. It makes a significant difference to the development of the skills and emotional security that children need in readiness to continue their learning in Reception class.
- Teaching is good. Staff observe and assess children's needs continuously. They encourage and build children's confidence to help them become independent learners.
- Staff work collaboratively with other professionals to understand and plan how to best meet children's needs, particularly when they need additional support.
- Staff take time to establish strong bonds with children. They provide sensitive support for children's emotional well-being. Children settle quickly and they are safe and happy. Their behaviour is very good.

### It is not yet outstanding because:

- Staff do not consistently make the very best use of the learning environment, particularly outside, to support children's different learning styles and preferences in the best possible way.
- Current arrangements for establishing children's starting points do not make excellent use of parent's knowledge of what children can already do, to help staff to plan precisely targeted opportunities for learning, right 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:

- reflect on and enhance the way that the learning environment is used, particularly outside, to help support different learning styles and preferences in the best ways possible
- make better use of what parents know about what their children can already do, to help staff to plan precisely for each child's learning, right from the start.

### 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 completed two joint observations with the manager.
- The inspector held a meeting with the manager and the chair of the committee. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with the headteacher of the host school.
- The inspector spoke with children and a small number of parents during the inspection and took account of their views.

### Inspector

Angela Rowley

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager carefully considers risks and ensures children are well supervised. She confidently follows procedures, including making referrals. She works closely with parents and other professionals to share relevant information. This helps staff to keep children safe and identify how best to support children who need it most. Additional funding available to support disadvantaged children is prioritised well. Monitoring arrangements, including staff supervision and a regular analysis of all children's levels of achievement, help the manager to effectively consider further ways to support children's learning. For example, after identifying that attainment in mathematics could be higher, immediate steps were taken to enhance teaching in this area. The manager also uses her strong links with the school Reception teacher to evaluate school readiness and plan how to improve children's outcomes even further.

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

Staff know their key children well. Once children settle, staff make regular checks on children's progress to help them plan how to support their individual learning needs. High priority is given to teaching all children to develop their listening and speaking skills, their social skills and their interest in mathematics. Staff use their skills and experience to very good effect. They engage children well and enhance the possibilities for learning as they skilfully shape children's self-chosen play. For example, they model mathematical language as children play with dough. They support them to use cutters to make different shapes and to make long and short worms. They add commentary and ask effective questions that help children to think and extend their ideas.

### Personal development, behaviour and welfare are good

The consistent, nurturing staff help children begin to form secure attachments right from the start. These strong relationships help children to feel safe so they can take risks and try new things. Highly positive interactions ensure that children are happy to attend and are very motivated to play and explore the interesting resources, particularly inside. Staff successfully organise snack times as a way to help children to develop coordination and independence. This is further enhanced when children stay for a school lunch. Staff successfully support children to manage the self-service routines in the school dining hall. They provide some excellent opportunities for children to experience school activities and support their readiness for school when the time comes.

### Outcomes for children are good

Children thrive in the pre-school and make good progress. They are keen learners and communicate confidently with adults and their peers. Through effective partnership working, children who need extra support make some great strides in their achievements. Children often make the most progress in their personal, social and emotional development and in communication and language development. The high priority given to promoting the attitudes and skills children need in readiness for school gives them a very strong foundation for their future learning.

## Setting details

<b>Unique reference number</b>	EY491081
<b>Local authority</b>	Warrington
<b>Inspection number</b>	1025112
<b>Type of provision</b>	Full-time 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>	60
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Rixton-with-Glazebrook Pre-School Committee
<b>Registered person unique reference number</b>	RP903902
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07815561372

Rixton-With-Glazebrook-Pre-School registered in 2015. The pre-school employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and the manager holds qualified teacher status. The pre-school opens Monday to Friday, term time only. Sessions are from 9.05am until 3.05pm.

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