

# Mickle Trafford Preschool

School Lane, Mickle Trafford, CHESTER, CH2 4EF



<b>Inspection date</b>	29 September 2017
Previous inspection date	18 March 2014

<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

- The pre-school has implemented effective partnership working with parents, professionals and local settings to support all children.
- The provider has conducted an accurate self-evaluation. She and the staff team demonstrate a passion to build on the existing provision to achieve the best possible outcomes for all children.
- Parents provide exceptionally positive feedback about the quality of the pre-school and its staff. They feel consulted, involved and supported to extend children's learning at home.
- The pre-school is very inclusive. Staff use a range of resources and activities to help increase children's understanding and awareness of the local community and wider world.
- Staff have built strong relationships with children. They get to know children well and help to settle them in quickly. Children enter the pre-school confidently and demonstrate good social skills.

### It is not yet outstanding because:

- The provider has not implemented highly effective supervision procedures to develop the overall quality of teaching to an outstanding level.
- Staff do not always make effective use of learning opportunities for those children who prefer to learn outdoors.

## What the setting needs to do to improve further

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

- enhance supervision procedures for staff to develop the overall quality of teaching to an outstanding level
- build on the quality of learning opportunities available for those children who prefer to learn outdoors.

### Inspection activities

- The inspector had a tour of the areas of the premises used for childcare purposes.
- The inspector met with parents and reviewed their written feedback to take their views into account.
- The inspector met with the provider and committee members. She discussed and reviewed relevant documentation, including the pre-school's self-evaluation form, policies and evidence of staff qualifications.
- The inspector jointly evaluated practice with the provider. She assessed the impact of teaching on children's learning from activities in the indoor and outdoor areas.
- The inspector spoke with staff and children at appropriate times during the inspection.

### Inspector

Lauren Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The provider and committee are passionate about providing the best possible service for children and families. They have many ambitious ideas and projects for the future which have been planned in consultation with staff and parents. Previous actions to develop the pre-school have been effective. Leaders have devised and implemented robust monitoring procedures to review children's progress in all areas. This ensures any children who are at risk of falling behind are identified quickly. Children benefit from strong links and effective partnership working with other settings. The arrangements for safeguarding are effective. Staff have a clear understanding of how to identify and report concerns regarding children's welfare.

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

Staff have a good understanding of how to successfully promote children's learning and development, overall. They have sharpened the focus on extending children's speaking skills following recent training. Staff use what they know about children through observation and assessment to engage children in meaningful learning experiences. Children enjoy, for example, exploring natural materials as part of a creative activity. They learn about changes over time in the wider world as they discuss the changing seasons as a group. Staff make good use of opportunities to promote children's early mathematical skills as they help children to understand shape and colour in a meaningful way. Parents are kept well informed of children's learning.

### Personal development, behaviour and welfare are good

Children respond well to staff. They have good social skills and willingly follow instructions and routines. They undertake hygiene routines with minimal support from staff and show an appropriate level of understanding about why these are important. Staff help children to understand how to keep themselves safe. For example, they use equipment, such as scissors, safely. Staff use thorough risk assessment processes to remove or minimise hazards to children's safety and welfare. Children learn to move their bodies in different ways as they engage in physical exercise in the indoor and outdoor areas. Staff use interesting strategies to help children explore diversity. For example, children paint portraits of themselves using mirrors and discuss their similarities and differences.

### Outcomes for children are good

Children make good progress. Additional funding is used effectively to help children catch up with their peers. Children are given very good support to help them to prepare for the move to school. They develop their listening and attention skills as they join in with group discussions and listen to stories. Staff make good use of opportunities for children to develop an understanding of letters and sounds through a variety of activities, including exploratory play and rhymes. Children learn to resolve disagreements and take turns with popular resources.

## Setting details

<b>Unique reference number</b>	EY422180
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1102293
<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>	30
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Mickle Trafford Pre-School Committee
<b>Registered person unique reference number</b>	RP526739
<b>Date of previous inspection</b>	18 March 2014
<b>Telephone number</b>	07766 053206

Mickle Trafford Preschool re-registered in 2011. The pre-school employs eight members of childcare staff. All members hold appropriate early years qualifications at level 2 and above. The provider and deputy manager hold early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 6pm. Children can attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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