

Romiley Methodist Pre-School

Hill Street, Romiley, Stockport, SK6 3AH



Inspection date	6 October 2017
Previous inspection date	6 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Experienced leaders are committed to continually making improvements. Self-evaluation and action plans are clear and precise. All staff share the same vision and have worked well since the last inspection to achieve the good quality.
- Children are settled and happy. They are cared for by staff who know them well. Children demonstrate a strong sense of self-confidence and emotional security. They respond positively to the nurturing nature of staff and enjoy close bonds with them.
- Well-qualified staff make accurate assessments of children's development. They use their skills and knowledge of individual children to plan stimulating activities that help to support their next steps in learning. All children are motivated and enthusiastic learners. They make good and sometimes better than good progress.
- Partnership working with parents is strong. This helps to provide consistency in supporting children's individual care and learning needs.
- Managers lead by example as they work alongside staff. They closely monitor the quality of teaching and provide coaching and training to help staff to enhance their skills and knowledge.

It is not yet outstanding because:

- Sometimes, staff ask questions to extend children's learning but do not allow enough time for them to think and respond.
- Occasionally, staff fail to explain the reasons why rules and boundaries are in place to help children to fully understand behavioural expectations and further support their good behaviour.

What the setting needs to do to improve further

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

- enhance opportunities for children to think through and respond to the questions they are asked
- offer more guidance and explanations to further support children's understanding of why rules and boundaries are in place.

Inspection activities

- The inspector toured all areas of the pre-school. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held ongoing discussions and carried out an evaluation of teaching with the provider/manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures and children's records, she reviewed the pre-school's self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents through discussions and written feedback obtained prior to inspection.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good awareness of child protection issues and can identify any possible indicators of abuse or neglect. They understand the procedures to follow if they have any concerns about the welfare of a child. The manager monitors the progress of individuals and groups of children. This helps staff to identify any gaps in their progress and implement effective strategies. Partnership working with local schools is established helping to provide a cohesive approach in supporting older children who attend both settings. Children are also further supported in their transfer on to school.

Quality of teaching, learning and assessment is good

Staff join in enthusiastically with children's imaginative play. For example, they encourage children to make tickets as they happily pretend to ride trains outside. Staff pay good attention to planning for outdoors. This helps to ensure that those children who learn best from being outside are able to do so. Older boys develop good writing skills. They capably form letters as they practise writing their names and younger children enjoy making marks and patterns with glue. All children have good opportunities to develop their creative skills and enjoy sticking interesting materials onto paper to make pictures. Children develop good mathematical awareness. For example, staff make good use of singing sessions to promote children's understanding of counting and numbers.

Personal development, behaviour and welfare are good

Staff arrive early to transform the hall into an exciting learning environment. On arrival, children are extremely excited to play and explore. They make independent choices and are able to lead their own play. Good hygiene practices are followed and children have daily opportunities to be physically active. For example, they skilfully manoeuvre around the outdoor area on vehicles, confidently climb up onto large apparatus and scramble through tunnels with ease. This contributes towards their good health and well-being. Children develop a strong sense of belonging and learn about the local area. For example, as older boys play with vehicles and wooden shapes, staff talk to them about features in the community. They recognise arch shapes and compare them to local bridges. Girls enjoy animated role play and pretend to travel into town on a train.

Outcomes for children are good

All children, including those in receipt of additional funding make good progress. Children are content with the familiar routines. They arrive happy and know to find their names and place them onto the self-registration board. Children develop social skills. They engage in lively discussion with staff and their friends, while eating snacks in small groups. They are independent and capably wash their hands, pour their own drinks and confidently describe how to fasten their shoes using straps or zips. Children display strong literacy skills. For example, they freely choose to sit in the inviting story area and look at favourite books. Children are prepared well for future learning and school.

Setting details

Unique reference number	307175
Local authority	Stockport
Inspection number	1075524
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	26
Number of children on roll	21
Name of registered person	Romiley Methodist Pre-School Committee
Registered person unique reference number	RP527731
Date of previous inspection	6 October 2016
Telephone number	0161 430 8080

Romiley Methodist Pre-School registered in 1992. The pre-school employs six members of childcare staff, four of whom hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until midday on a Monday, Tuesday, Thursday and Friday, and on Wednesday from 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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