

Church Coppenhall Pre-School



BAPTIST CHURCH, West Street, Crewe, CW1 3HE

Inspection date 6 October 2017
Previous inspection date 9 June 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

- The manager develops good relationships with the parents and other providers including the local schools. This helps to promote consistency for children's care and learning and fosters their readiness for school well.
- Staff take children on a range of outings to places of interest. For example, children like to take a list to the local supermarket where they find the fruit and pay the lady at the till. Children take this back to the pre-school to prepare for their snack time. This effectively helps to foster children's learning about the world around them.
- The self-evaluation procedures of the provision include the committee, the manager, staff, parents and their children. This helps to identify clear areas for further improvement that will benefit all children.
- All staff are provided with regular one-to-one meetings with the manager. This ensures staff can talk about any concerns they may have, their training and their key children. The manager observes staff during activities and provides them with regular feedback about their teaching skills. This helps to ensure teaching has a positive impact on all children's learning.

It is not yet outstanding because:

- Staff do not always find out from parents, enough detailed information about what their child already knows and can do, prior to starting at the pre-school.
- Staff do not provide all parents with the highest possible levels of information about their child's future learning, to ensure that each child's next steps are a focus for all parents, when supporting their child's ongoing learning at home.

What the setting needs to do to improve further

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

- seek even more information from parents about what children already know and can do; use this information to strengthen children's starting points from the very start
- provide even more information for all parents about their child's future learning to further enhance the provision of children's learning experiences.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and all her staff have completed child protection training. They all know the possible signs of abuse and neglect, and who to contact should they have any concerns. Staff check all the areas of the pre-school before children arrive and monitor this throughout the day. This helps to keep children safe throughout the session. The manager works alongside all staff to make sure that the educational programmes are effectively monitored and delivered. Children are progressing well in all areas of their learning and development.

Quality of teaching, learning and assessment is good

Staff support younger children through demonstration and commentary, as they figure out how to use tools and their hands to manipulate and cut dough. Younger children use their fingers to poke the dough and become excited as they make holes in it. Staff support older children as they investigate the autumn interest box. Here, they use a range of questioning techniques to encourage children to talk about their findings. Children use their magnifying glasses, talk about the markings on conkers and how some leaves are green and soft and others are brown and crunchy. Older children engage with their friends and negotiate well as they spend time building complex structures and tracks, using the construction resources. All children explore a range of toys and resources that depict positive images of diversity. They learn about their own and other people's festivals, through the calendar year. Children engage in various activities that helps them to explore similarities and differences, between themselves and others in the wider world.

Personal development, behaviour and welfare are good

Children's behaviour is good. They build strong friendships and demonstrate empathy for others around them. Staff provide healthy snacks and encourage children to drink water throughout the session. Children thoroughly enjoy music and movement and talk with one another and staff about being physically active for life. Staff support children well as they take manageable risks in their play when practising their balancing skills outdoors, and through visits to the local parks. This helps children to develop their understanding of a healthy lifestyle.

Outcomes for children are good

All children develop independence and confidence as they make choices about the activities they want to explore, throughout the session. This, meaningful praise and a warm welcome when they arrive, helps to foster children's strong emotional attachments. Younger children sit with their friends and have fun as they sing songs and familiar rhymes. Older children learn the letter sounds of their names during everyday activities. All children use tools to make marks with paints and talk about the pictures they create. They develop the skills they need for the next phase in their learning, including their move on to school.

Setting details

Unique reference number	EY474650
Local authority	Cheshire East
Inspection number	1102971
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	32
Name of registered person	Church Coppenhall Playgroup Committee
Registered person unique reference number	RP524943
Date of previous inspection	9 June 2014
Telephone number	01270 213934

Church Coppenhall Pre-School started operating in 1971 and registered at its current address in 2013. It is managed by the Church Coppenhall Playgroup Committee. The pre-school is accessible to all children by stairs or a stair-lift. The pre-school employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, four hold a qualification at level 3 and one holds a qualification at level 2. The pre-school opens Monday to Friday, from 8.45am until 3.45pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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