

# Holmes Chapel Community Preschool

c/o Holmes Chapel Primary School, Middlewich Road, Holmes Chapel, CREWE, CW4  
7EB



<b>Inspection date</b>	17 October 2017
Previous inspection date	30 April 2015

<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 leadership and management of the pre-school are very good. The supervisor and staff are supported by an experienced committee. Together they monitor the quality of the provision and actively plan improvements based on the views of staff and parents.
- The well-qualified staff group closely monitors children's development and plans activities to extend children's understanding. Very strong routines and purposeful activities help children to develop into active and inquisitive learners.
- Children who have special educational needs and/or disabilities are very well supported. Knowledgeable staff work with parents and a range of other professionals to provide individually planned programmes of support. They ensure assessments are undertaken so additional help is in place for children when they start school.
- Partnership with parents is strong. Staff communicate with parents through an array of methods. They provide very practical support to parents both with welfare issues, such as managing sleep and with how to extend their child's learning at home.

### It is not yet outstanding because:

- Staff do not consistently share information with colleagues about children's next steps in learning from the start of the academic year, to ensure everyone is aware of where teaching needs to be precisely targeted.
- Although the majority of activities are well planned, there are occasions where children are not encouraged enough to develop their own ideas, and think through and resolve problems for themselves.

## What the setting needs to do to improve further

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

- enhance the way information about children's next steps in learning is shared with all staff to help everyone challenge children to the highest level and support them to make rapid progress
- make the most of opportunities for children to think through things for themselves and develop ideas or solve simple problems.

### 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 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, one of the committee chairpersons and the administrator. 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 read written submissions from parents and other professionals working with the pre-school. She took account of their views.

### Inspector

Sarah Rhodes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. A highly supportive management team and committee have a range of relevant experience. They are very involved and actively help to manage the provision. They clearly understand their role in safeguarding children, ensuring good administration and business support, as well as striving for excellence. All staff, have a good understanding of what would constitute a safeguarding concern and what they should do about any concerns. Staff are well qualified and strongly encouraged to undertake further training and qualifications. For example, staff attend courses on autism. This targeted training has a positive impact on children's learning and welfare. The manager observes staff's teaching and their assessments of children's progress to ensure all areas of learning are properly planned for. They work with other providers to ensure they gather all required information so they can complement what others provide.

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

Staff are well motivated and use a range of teaching methods to enthuse children. They fully immerse themselves in children's play and ask pertinent questions. They gather information from parents about what children can do at home. Their interests are used to tie all areas of learning together and to provide a wide range of experiences. Staff consider individual children's learning needs so activities can be tailored to children's abilities. For example, children who need a quieter environment and small groups use the entry hall for small-group times. Children who prefer to learn outdoors have access to the garden which provides a particularly interesting environment during a good proportion of the day. All children have sessions which start to build their listening skills and knowledge of first letter sounds. They are provided with equipment, allowing them to use mathematical concepts, such as weight or think about quantity.

### Personal development, behaviour and welfare are good

Children behave well. They develop a clear understanding of how to treat others with kindness and respect, as they follow the courteous example of staff. They have close relationships with their key person and other staff. Children are very independent. They confidently manage their own toileting needs and their lunch boxes at lunchtime. They develop an understanding of a healthy diet through trying interesting new foods and having discussions with staff at unhurried snack times. They gain an understanding of nature as they dig in the garden and help tend to vegetable plants.

### Outcomes for children are good

Children make good progress. Most are working comfortably within the range of development typical for their age. They gain the key skills needed for school. Assessments are undertaken for children who have special educational needs and/or disabilities, ensuring plans are in place to help build on their abilities. Children's confidence and curiosity are very well supported. They have strong imaginations and have many opportunities to be creative, indoors and outside. They start to recognise some sounds that letters represent and develop skills associated with writing.

## Setting details

<b>Unique reference number</b>	305107
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1090597
<b>Type of provision</b>	Sessional 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>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Holmes Chapel Community Pre-School Committee
<b>Registered person unique reference number</b>	RP903092
<b>Date of previous inspection</b>	30 April 2015
<b>Telephone number</b>	01477 537375

Holmes Chapel Community Preschool registered 1985. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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