

Haslington Pre School

Haslington Primary School, Crewe Road, Haslington, Crewe, CW1 5SL



Inspection date	6 November 2017
Previous inspection date	21 March 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 regularly seeks the views of other professionals, such as those from the on-site school and the local authority advisers. She works closely with the local health visitor to support children who have special educational needs and/or disabilities. This helps her to reflect on the practice in the pre-school so that children continue to make good progress.
- Teaching is good. Staff promote children's language development well during their learning activities and everyday tasks. They use language appropriate to children's age and stage of development. Consequently, children make good progress in their communication development, which helps them in their learning, play and social interaction.
- Staff build effective relationships with children. For example, they consistently follow children's interests, offer reassurance, smiles, praise and play alongside them as they try out something new. This helps children to feel relaxed and safe and to engage in new experiences.
- Staff provide good opportunities for children to take manageable risks in their play. For example, children take turns on the tyre swing, closely supervised by staff.

It is not yet outstanding because:

- Staff do not always involve parents as much as possible in the assessments of their children's learning when they first start at the setting.
- Staff do not consistently build on what children need to learn next to help them to achieve as much as possible in their learning.

What the setting needs to do to improve further

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

- gather more information from parents about what their child already knows and can do, in order to involve them more fully in the assessments of the starting points for their child's learning
- build more consistently on what children need to learn next to help them to achieve as much as possible in their learning.

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 evaluated staff's assessment of children's progress and how they plan for children's next steps in learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the pre-school's own parent survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the possible signs of abuse and neglect. They know what to do should they have a concern about a child in their care. There are effective systems in place for the safe recruitment and effective induction of staff. The manager regularly monitors staff's practice. Staff have regular individual support meetings where they can discuss any concerns and their own personal development opportunities. The manager analyses and reflects on the progress of individual and specific groups of children. Staff use successful strategies to engage parents in their child's learning at home. Parents' comments show that they find staff friendly, approachable and caring.

Quality of teaching, learning and assessment is good

Staff make sure that the broad range of activities provided incorporate children's interests and encourage them to be imaginative and develop their curiosity. For example, staff introduce small-world play that reflects children's strong interest in a particular story. Children explore how to build houses for their toy pigs with straw, sticks and bricks, and manoeuvre pasta and oats around to make landscapes. During such activities, staff encourage children to develop their mathematical skills. For example, they encourage counting and introduce the vocabulary involved in subtracting. Staff take children on a range of outings that fosters their development in all areas of learning. This includes walking to the local bakery shop, a trip to the theatre and observing monkeys in their forest home. Staff provide children with daily phonic activities. For example, younger children use sticks and practise forming letters and shapes in the air, and older children develop their pencil control and begin to write their names.

Personal development, behaviour and welfare are good

Staff encourage children to recognise their name on the snack-monitor board and help children to serve their own snacks. This enhances their independence. The snacks provided for children are nutritious and well balanced. Children have long periods of time throughout the day where they can choose to play outside, encouraging them to be physically active. Staff help children to familiarise themselves with the school environment. For example, children visit the on-site school to watch assemblies and sports-day events.

Outcomes for children are good

All children make good progress and develop the skills they need in readiness for school. Children engage deeply in imaginative role-play outdoors. For example, they lay in the tent outside under the blanket and then sit on the child-sized camping chairs, holding their plates and cups. During such activities, children interact with each other and decide who is going to be the mermaid. Children make their own concoctions with the mud outside. For example, they use ladles to scoop up the mud and tip it into the saucepans and mix this in with the sticks and leaves. Children are self-assured, happy and seek out others to share experiences with.

Setting details

Unique reference number	EY380535
Local authority	Cheshire East
Inspection number	1102142
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	21
Number of children on roll	29
Name of registered person	Haslington Playgroup Committee
Registered person unique reference number	RP524944
Date of previous inspection	21 March 2014
Telephone number	07541 527797

Haslington Pre-School registered in 2008 and is managed by a non-profit incorporated voluntary association. The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6 and three hold an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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