

Inspection date	21 November 2017
Previous inspection date	27 February 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

- Partnership working with the school is impressive. Staff consider how to develop the skills and knowledge children need in readiness to continue with their learning in Reception class.
- The committee members and leadership team continually reflect on the success of the provision and are rightly proud of the good-quality service they offer to children and their families.
- Staff take time to establish strong bonds with the children and they provide sensitive and nurturing support for children's emotional well-being.
- Relationships with parents are strong and two-way communication is supported well. Parents develop a clear sense of trust in staff and value the support their children receive.

It is not yet outstanding because:

- Arrangements for monitoring the quality of teaching are not robust enough to ensure that individual members of staff are fully aware of what they need to do, to further improve their teaching skills.
- Staff miss opportunities to extend and enhance children's learning during some activities, which does not give children the best chance of making more rapid progress 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:

- strengthen the evaluative approach to monitoring the quality of teaching, to help individual staff further improve their teaching skills
- ensure that every opportunity is taken by staff to extend and enhance children's learning during activities, to support every child to make the most rapid progress possible.

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 held a meeting with the pre-school manager and chair of the committee. She looked at relevant documentation, such as the pre-school's development plan and evidence of the suitability of staff working in the pre-school.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.

Inspector

ISP Inspection

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager considers risks and ensures children are well supervised. There is an effective development plan in place to ensure that all staff complete a range of child protection related training. Accident and medication forms are completed appropriately. The manager uses her strong links with the school's Reception teacher to evaluate children's readiness for school. A newly formed committee provides a strong and secure basis to monitor and further improve outcomes for children. The engagement of parents is supported well and their views are evaluated and considered. For example, the pre-school's opening hours have now been extended to support the needs of the families.

Quality of teaching, learning and assessment is good

Staff know the children well. The outdoor area reflects an enabling environment providing rich opportunities for learning. Staff expertly use their skills to enhance teaching and learning during outdoors play. For example, they organise a game using character masks to support the children's understanding of a traditional story about three little pigs. High priority is given to teaching children social skills and staff promote children's language skills well. For example, by using open-ended questions and showing an interest in each child's chosen play. Children count out loud when lining up to go and play outdoors and during registration time. Some children demonstrate a very good understanding of number. For example, staff support a child as he confidently counts to 27 while building a tower with bricks.

Personal development, behaviour and welfare are good

Staff are friendly and courteous role models and children learn to respect each other. Kindness is promoted and the consistent nurturing by staff helps children to form secure attachments right from the start. Staff use their knowledge of each child's family to further support their strong relationships. Excellent opportunities for children to experience school activities, such as early phonics sessions, support their readiness for school when the time comes. Consistent routines mean that children know the behaviour that is expected. Children with allergies to certain foods are kept safe because important information is shared effectively. Positive interactions ensure that children are happy to attend and are motivated to play and explore the interesting resources and learning environment.

Outcomes for children are good

Children make good progress towards the early learning goals. A high priority is given to promoting the skills and knowledge children need in readiness for school. Children are keen learners and communicate confidently with adults and their peers. Children know and can follow consistent daily routines. Children who need extra support make good progress in their achievements. Children often make the most progress in their communication and language development. The consistent approach to being courteous and kind further promotes children's personal, social and emotional development.

Setting details

Unique reference number	EY379043
Local authority	Cheshire East
Inspection number	1102137
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	24
Number of children on roll	15
Name of registered person	N.A.P.S.A.C.- Nether Alderley Pre-School & All-Round Care
Registered person unique reference number	RP525018
Date of previous inspection	27 February 2014
Telephone number	07447921111

NAPSAC (Nether Alderley Pre-School and Afternoon Club) registered in 2008. The setting is run by a committee and operates from Nether Alderley Primary Academy near Macclesfield, Cheshire. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including the manager and one member of staff who holds a level 2 qualification. The pre-school opens on Monday to Friday, from 8.45am to 3.15pm and the afternoon club operates from 3.20pm to 6pm, Monday to Friday. There are currently 20 children attending the pre-school and two children attending the afternoon club who are in the early years age group. The pre-school provides funded early education for two, three- and four-year-old children.

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