

Windmill Lane Pre-school

Community of Christ Church Hall, Windmill Lane, Denton, Manchester, Lancashire,
M34 2FR



Inspection date

Previous inspection date

6 December 2017

3 July 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- There have been significant improvements since the last inspection. There is a clear commitment and shared vision to continue to make positive changes. The provider has embraced support from the local authority and gathers ongoing feedback from staff and parents. Self-evaluation processes are now used well. This has helped staff to achieve a good-quality provision.
- Highly qualified staff understand how children learn. They plan motivating activities that children enjoy. Children make good progress. Young children are well prepared for future learning and older children develop many skills in readiness for school.
- All children arrive happy and their laughter permeates the environment. Staff transform the hall into an exciting learning area where children independently play and explore.
- Long-serving staff are caring, approachable and welcoming. Children develop secure relationships with staff, who know them well. Staff are extremely positive role models who acknowledge and readily praise children's excellent behaviour.

It is not yet outstanding because:

- The monitoring of staff practice is not yet specifically targeted or precise enough to raise the overall quality to the highest level.
- Staff are not always successful at encouraging all parents to contribute towards their children's learning.

What the setting needs to do to improve further

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

- enhance the monitoring of staff practice that helps to raise quality to the highest level
- strengthen ways for all parents to be consistently involved in their children's learning.

Inspection activities

- The inspector had a tour of 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, children and the local authority quality officer at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, reviewed self-evaluation and action plans, and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider, who is also the manager, ensures that all staff are trained in child protection procedures and are updated with any changes to safeguarding policies. All staff are very aware of what may constitute a concern and how to deal with any issues about children's safety and welfare. Staff receive support and training which overall, helps them to continue to develop their knowledge and keep their skills updated. Staff work closely with external professionals to provide good support for children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

Detailed planning, observations and assessments are used well to identify what children need to learn next. Staff provide small-group sessions for younger and older children and overall, they consider the individual learning needs of all ages. Younger children delight in feeling the sensory experience of glitter jelly between their fingers. Staff ask purposeful questions and use hand signs to communicate with children. Children are given time to think and respond. This contributes towards their communication and language skills. Older children choose from animal toys and match the corresponding animal to the picture card. Staff skilfully introduce new words to enhance their vocabulary, such as 'calf' and 'kid', as they talk about the offspring of different animals.

Personal development, behaviour and welfare are good

Staff help to support children's physical health and well-being. Children benefit from regular outdoor play and many outings into the local community. Furthermore, staff provide healthy snacks and advise parents about suitable options for healthy packed lunches. Staff carry out regular fire evacuation procedures. This helps to reinforce children's understanding of how to keep themselves safe. For example, when the alarm sounds children immediately react and declare, 'We need to go out if there is a fire!'. Staff gather meaningful information about children's individual needs. This helps them to plan to support them during the transfer into the pre-school and helps their transition to school. Children develop a strong sense of belonging. They are confident and secure in familiar routines. For example, when staff shake the tambourine, children respond by putting their hands in the air and wait in anticipation to find out what is happening next.

Outcomes for children are good

Children develop strong relationships with others and play cooperatively together. For example, they work together to raise the large outdoor parachute up high, as their friends run underneath. Older children support and help younger children. They relish opportunities to take on additional responsibilities, such as handing out snack. Children are kind and considerate. For example, they participate in many fundraising activities throughout the year. The manager monitors children's progress. Any identified gaps in learning are swiftly identified and prompt action is taken. All children, including those in receipt of additional funding, make good progress in relation to their skills on entry.

Setting details

Unique reference number	312381
Local authority	Tameside
Inspection number	1108573
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	2 - 4
Total number of places	32
Number of children on roll	40
Name of registered person	Patricia Loughlin
Registered person unique reference number	RP512312
Date of previous inspection	3 July 2017
Telephone number	07957466588

Windmill Lane Pre-school registered in 1985. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 11.45am and 12.30pm to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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