

Inspection date

11 December 2017

Previous inspection date

19 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 highly experienced, dedicated and well-qualified manager is relentless in her pursuit to ensure all children flourish and succeed through good-quality learning experiences. She has fostered a culture where only the best is good enough and aspires to be outstanding.
- Staff have developed the outdoor area into an enchanted magical woodland. Children relish opportunities to create mud pies, excitedly search for hidden treasure and become fascinated while caring for wildlife in the bug hotel.
- Children's communication and language development are given high priority. Staff are skilled in asking children challenging questions and listen to them with genuine interest. Children of all ages are articulate, confident and competent communicators.
- Children are well-rounded, confident and self-motivated individuals who are never less than satisfied until a task or challenge is complete. They behave very well, respect the views of others and regularly embrace each other with hugs and cuddles.
- A real sense of community is evident in this good quality pre-school. Staff support local charities and participate in fun days at the local park. Children are proud of their setting and have a deep understanding of the diverse community they belong to.

It is not yet outstanding because:

- The management team closely tracks the progress of individual children but does not yet consistently review the progress made by different groups of children.
- The views of all parents, staff and children do not consistently inform the pre-school's self-evaluation process.

What the setting needs to do to improve further

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

- enhance the analysis of children's assessment to track and monitor the progress of a range of different groups and target any specific interventions even more precisely
- develop processes to seek the views of all staff, parents and children, to inform and enhance the self-evaluation process.

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 manager.
- The inspector held a meeting with the manager and a representative from the local authority. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Luke Thomas Heaney

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have attended safeguarding training and are astute to the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure very well and are aware of wider safeguarding concerns. Good arrangements are in place to ensure mobile phones are not used on the premises by staff, parents or visitors. The manager monitors this well and keeps the mobile phones of staff locked away. Robust recruitment and vetting procedures are in place and all staff have undergone stringent checks. The manager robustly monitors the ongoing suitability of staff and keeps up to date with legislative changes related to safer recruitment. Staff supervise children well and a high staff-to-child ratio is maintained at all times. Overall, self-evaluation is good. Improvement plans are sharply focused and the manager's capacity to continually improve and drive forward change is good. Staff receive perceptive support and guidance during supervision sessions and are set challenging targets during appraisal meetings. Staff attend an array of training programmes which has a positive impact on outcomes for children. For example, a course on letters and sounds has equipped staff with a greater understanding of how to challenge and extend children's understanding of blending, segmenting and writing difficult words. Partnership working is strong. Links with the local authority and primary school are good. Parents receive newsletters and are kept informed of their children's developmental progress.

Quality of teaching, learning and assessment is good

Staff use good teaching strategies and their expert knowledge of child development to plan fun, interesting and challenging learning experiences. Children thoroughly enjoy their time at this vibrant pre-school and make good gains across all areas of learning. Children have a can-do attitude and are equipped with an excellent skill base which prepares them very well for their next steps in learning, including their eventual move on to school. Younger children become fascinated while singing and show good concentration while intricately decorating Christmas trees created from dough. Older children articulately discuss capacity and count objects beyond 10 during water play.

Personal development, behaviour and welfare are good

Care practices are good. Staff are positive role models and support children's emotional and physical well-being very well. They provide children with good opportunities to be physically active and discuss the importance of healthy living. Children play harmoniously together, follow rules and take turns sharing toys. Children learn how to take appropriate risks during their play and discuss safety features, such as not running too fast outdoors.

Outcomes for children are good

All children make good progress towards the early learning goals. They are resilient and capable individuals who are keen to take on new challenges. Younger children skilfully count pebbles hidden in sand and enjoy splashing in water. Older children show good perseverance as they try to tie shoelaces and adeptly practise letter formation.

Setting details

Unique reference number	EY470795
Local authority	Trafford
Inspection number	1102864
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 - 11
Total number of places	47
Number of children on roll	9
Name of registered person	Embrace Pre-school Ltd
Registered person unique reference number	RP531218
Date of previous inspection	19 March 2014
Telephone number	07903 069974

Embrace Childcare registered in 2013. The pre-school employs five members of staff, all of whom hold a relevant childcare qualification at level 2 or above. The pre-school opens Monday to Friday, all year around, except for bank holidays and two weeks at Christmas. Pre-school sessions are from 9am until 3pm, and out-of-school care is provided 7.30am until 9am and from 3pm until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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