

Heaton Manor Pre-School Committee



Jesmond Park West, NEWCASTLE UPON TYNE, NE7 7DP

Inspection date	14 December 2017
Previous inspection date	30 April 2015

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

- Children make good progress. The manager monitors the achievements of individual children and takes swift action when she identifies gaps in their learning. An analysis of the achievement of different groups of children has helped her to effectively identify areas of learning where further support is needed.
- Staff place a high emphasis on developing children's communication and language skills. They are well qualified and use their teaching skills well to help children build up and extend their vocabulary.
- Parents are encouraged to take an active part in their children's learning. Staff engage with parents in a variety of ways and encourage them to keep up to date with the progress their children make.
- Children behave well. Staff help children to understand the rules of the pre-school, such as tidying up after themselves and sharing toys and equipment.
- The manager and deputy review the provision well. Overall, plans show how aims for improvement, link to professional development, to support children's outcomes.

It is not yet outstanding because:

- Procedures to observe, develop and enhance the quality and impact of staff practice are not focused sharply on improving the quality of teaching even further.
- Some activities provided for two-year-old children are not precisely focused on their stage of development and level of understanding.

What the setting needs to do to improve further

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

- continue to develop and embed the range of procedures for monitoring staff practice to enhance the quality of teaching further
- support staff working with two-year-old children even more to provide activities that are finely tuned to children's age and stage of development.

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 children and staff during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager, she 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

Elizabeth Fish

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and her staff team provide a safe, secure environment where children enjoy playing and learning together. There is a comprehensive understanding of child protection issues among the staff team. They know how to respond and who to contact should they have any concerns about a child's welfare. Regular training helps staff to keep their safeguarding knowledge updated. All members of staff, including committee members, are suitable to work with children. The pre-school staff have a good awareness of working in partnership with other professionals. For example, they communicate well with the local health visitors to ensure they support children's care and learning needs effectively. Overall, regular appraisals and supervisory meetings support staff in their role.

Quality of teaching, learning and assessment is good

Staff provide a good range of learning activities that reflects children's interests. This helps to support children's concentration. For example, children concentrate well as they play in the trains. They join carriages together and move them around the track. Staff observe children carefully and offer a variety of activities to support what they need to learn next. They set up the environment carefully to support children's learning further. Staff have a good understanding of how to support children's play and learning. They play alongside children and offer a commentary on what they are doing.

Personal development, behaviour and welfare are good

Staff provide a warm, friendly environment for children where their individual needs are met. Highly effective settling-in procedures help children to settle into the pre-school quickly and develop confidence in staying on their own. Parents comment on how quickly their children settled in when they started. Staff support children well to take turns. For example, they remind children to give others a turn to lift the flaps on books. Children thrive on the praise they receive. This helps them to persevere as they learn new skills. For example, children enjoy lots of praise as they learn to use play knives to cut. Children develop their physical skills effectively. They enjoy using the schoolyard for energetic play. They learn to negotiate space as they pedal their bikes.

Outcomes for children are good

All children, including those in receipt of funding, make good progress. They are confident and motivated, and are developing the necessary skills for when they move on to school. Children enjoy books. They listen carefully and talk about the illustrations. Children learn about numbers. They begin to understand that they can use numbers in their play. They develop an awareness of quantity as they count the blocks and they put them in a truck. Children are proud of their achievements and delight in showing others their new found skills.

Setting details

Unique reference number	319192
Local authority	Newcastle
Inspection number	1090903
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 - 3
Total number of places	16
Number of children on roll	4
Name of registered person	Heaton Manor Pre-School Committee
Registered person unique reference number	RP905918
Date of previous inspection	30 April 2015
Telephone number	0191 281 8486

Heaton Manor Pre-School Committee registered in 1992. The pre-school employs four members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one who holds qualified teacher status. The pre-school opens Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education places for two-, three- and four-year-old children.

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