

Red Balloon Pre-School Group

Osborne Road, Tweedmouth, Berwick-upon-Tweed, Northumberland, TD15 2HS



Inspection date

9 January 2018

Previous inspection date

10 December 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

- Children are well settled. They confidently explore their surroundings. Staff have established effective settling-in arrangements. They provide a nurturing and welcoming environment. Staff gather information from parents about what children know and can already do. This helps to provide a continued approach to children's learning.
- Parents are very complimentary about the level of care their children receive. They have opportunities to contribute to their children's learning and are kept up to date with information about their activities and progress. Parents praise how well staff help children to settle into nursery and provide for their care needs.
- Staff provide excellent opportunities for children to develop their physical skills. Children enthusiastically join in with music and movement sessions, and they are encouraged to move their whole bodies in different ways.
- Children make good progress in their learning. They use mathematical language in all aspects of their play. For example, they talk about weight and capacity during water play and as they fill different numbered buckets with mud in the outdoor area.

It is not yet outstanding because:

- The manager has not established ways to review the progress made by different groups of children.
- The manager has not embedded performance management procedures that help her to precisely identify specific training needs for staff and raise the quality of teaching to a higher level.

What the setting needs to do to improve further

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

- establish ways to monitor the progress made by different groups of children, to swiftly identify and address any gaps in learning
- refine performance management procedures to precisely target staff's training needs and raise the quality of their teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke with the pre-school manager at convenient times. She looked at relevant documentation, including evidence of the suitability of staff and committee members working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff encourage children to develop an awareness of how to keep themselves safe. For instance, they talk to children about judging risks in their play and being aware of other children playing nearby. Staff have a good understanding of local safeguarding procedures. They demonstrate understanding of how to respond to concerns that they may have regarding the welfare of a child. The manager demonstrates a drive to make improvements within the setting. She gathers the views of others to help her identify any gaps in the provision. Staff share information with other early years providers and have established strong links with the host school. This helps to provide a continued approach to children's learning.

Quality of teaching, learning and assessment is good

The well-qualified staff complete observations and form assessments of children's learning. This helps them to identify what children need to learn next. Staff provide a good level of challenge during activities and sensitively play alongside children. Children develop good literacy skills. For example, they enthusiastically join in with activities in which they sound out letters and practise letter formation. Furthermore, children use different writing materials, including chinks and talk about the marks they make. Staff use very effective strategies that help to develop children's communication skills, including those children who speak English as an additional language. For instance, staff use photographs and picture cards to support children's knowledge and understanding.

Personal development, behaviour and welfare are good

Children behave very well. They are kind and considerate towards one another. For example, children form strong friendships and invite children who are new to the setting into their games and activities. They demonstrate good social skills. Children develop excellent self-care skills and good levels of independence. They relish carrying out small tasks, appropriate to their age. Staff promote healthy choices for children. They use matching games to help children to learn about healthy options. Furthermore, they provide opportunities for children to grow and plant vegetables, and help children develop an understanding of where food comes from.

Outcomes for children are good

Children are confident, self-assured individuals who are motivated to learn. They are well engaged in their learning. Children participate in role-play activities with others. They immerse themselves into imaginative scenarios. For example, they pretend to make dinner for others. Children demonstrate good levels of perseverance as they carefully match puzzle pieces together and show good hand-to-eye coordination. Children are equipped with key skills needed for future learning and the eventual move on to school.

Setting details

Unique reference number	301816
Local authority	Northumberland
Inspection number	1103424
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	22
Name of registered person	Red Balloon Pre-School Committee
Registered person unique reference number	RP518696
Date of previous inspection	10 December 2014
Telephone number	07790 967868

Red Balloon Pre-School Group registered in 1993. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualification at level 3 and one at level 4. The pre-school opens from Monday to Friday during term time. Sessions are from 8.55am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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