

Friezland Preschool Ltd

Church Hall, Oaklands Road, Greenfield, Oldham, OL3 7LE



Inspection date

20 February 2018

Previous inspection date

19 September 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 management team monitors all areas of the setting successfully. They have a good awareness of the strengths and areas of improvement through thorough self-evaluation. This has helped to ensure that the good standards of care and learning are maintained.
- The manager and staff carefully set up and organise the environment at the beginning of each day. Children arrive ready to learn and independently access an exciting and highly stimulating range of resources. Staff promote their development across all areas of learning. Children make good progress.
- Staff continue to maintain the effective and secure relationships they have developed with parents. They regularly share information with parents about the progress their children make, including the required progress check for children who are aged between two and three years. This helps to provide good support for children's learning at home.
- The manager and staff team work well with families in the local community. They host a toddler group each week which helps to create a smooth transition for those children who move on to attend the pre-school. Children demonstrate secure relationships with staff and they are happy and well cared for.

It is not yet outstanding because:

- Although the managers support the professional development of staff, this is not always targeted effectively to help staff to continually raise the quality of their teaching to the highest level.
- Occasionally, staff do not always encourage children to persist with more difficult tasks to help them to overcome challenges and gain a secure sense of achievement.

What the setting needs to do to improve further

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

- build on the programme of professional development so that it is more targeted and focused on raising the quality of staff teaching to the highest level
- enhance teaching skills that encourage children more effectively to overcome challenges and persist with more difficult activities.

Inspection activities

- The inspector had a tour of the areas of the premises used by the children.
- The inspector observed staff interactions with children in the indoor and outdoor environments and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed her self-evaluation.
- The inspector sampled a range of documentation, including policies and procedures, children's learning records and checked evidence of the suitability of all staff working with children.
- The inspector spoke to parents, staff and children and took account of their views.

Inspector

Helen Gaze

Inspection findings

Effectiveness of the leadership and management is good

All staff have attended safeguarding training and they have a secure knowledge of the procedures to follow should they be concerned about a child's welfare. The arrangements for safeguarding are effective. The management team capably monitors individual and groups of children's progress to assess the effectiveness of the provision and the impact of staff's teaching on children's learning. Staff benefit from regular supervision meetings where they receive support and guidance, overall. They feel well supported in their role and they work well together as a team. Staff are deployed well throughout the day. They carry out daily risk assessments to help identify and minimise any potential hazards. Children are safe and secure.

Quality of teaching, learning and assessment is good

Well-qualified staff have good knowledge of each child's development. They assess children's progress thoroughly and use the information to plan fun and exciting activities that meet their learning and development needs. For example, staff provide sensory activities that help to promote children's investigative and explorative skills. Children thrive as they play and learn. They particularly enjoy role-play activities where they work together collaboratively and spend time acting out their made-up stories. Staff sensitively join in children's play to successfully build on their prior learning. For example, staff listen perceptively and skilfully question children to help extend their thinking and ideas. Children develop good speaking, listening and attention skills during whole-group times.

Personal development, behaviour and welfare are good

Children settle quickly and develop warm attachments to their key person. Staff know children and their families well, helping children to feel safe and secure. Children are confident and show good levels of independence. They enjoy taking on the responsibility of small tasks. For example, they help give out cups and pour their own drink at snack time. Children confidently engage in discussions with staff about healthy eating and are beginning to understand the importance of having a healthy lifestyle. Outdoors, children ride wheeled toys with increasing control and develop good coordination skills as they negotiate space. Staff support children to take risks appropriate for their age. For example, children take great care as they step and climb on crates, manoeuvre car tyres and balance on logs. Children play well together and have developed secure friendships. Their behaviour is good.

Outcomes for children are good

Children are curious and enthusiastic learners. They enjoy exploring and making decisions about their play in the stimulating, well-organised play environment. Older children develop a good awareness of letters and sounds. They enjoy making 'soup' using objects and pictures that have the same initial sound. All children make good progress in their learning in relation to their starting points. They are well prepared for the next stage of their learning and their eventual move on to school.

Setting details

Unique reference number	EY476022
Local authority	Oldham
Inspection number	1105809
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	43
Number of children on roll	45
Name of registered person	Friezland Preschool Ltd
Registered person unique reference number	RP533549
Date of previous inspection	19 September 2014
Telephone number	01457874491

Friezland Preschool Ltd registered in 2014. The pre-school employs nine members of childcare staff. All staff are qualified from level 2 to level 5. The pre-school opens from 9.15am to 3pm, Monday to Friday, term time only. The pre-school receives funding for the provision of free early years education for two-, three- and four-year-old children.

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