

Chelford Village Pre-School



Chelford C of E Primary School, Oak Road, Chelford, MACCLESFIELD, Cheshire, SK11 9AY

Inspection date

28 February 2018

Previous inspection date

4 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Managers, practitioners and members of the parent committee work hard to ensure that the pre-school delivers a good service for children and families. Leaders have taken effective steps to improve the pre-school since the last inspection. Members of the management committee are appropriately vetted before they take up their role.
- Children arrive at playgroup happy and ready to play. Practitioners are welcoming and attentive and children demonstrate that they feel secure. Children make good progress and their well-being is promoted effectively.
- Partnerships with other professionals are a particular strength of the pre-school. Practitioners take close account of advice and training from specialist professionals when they plan the programme of activities for children who have special educational needs and/or disabilities.
- Parents say they feel well informed about children's progress. They praise the support and encouragement that practitioners give children who are getting ready to start school. This helps to promote continuity in children's learning and development.

It is not yet outstanding because:

- Although managers regularly monitor the performance of practitioners, they do not focus sharply enough on raising the quality of teaching to exceptional levels.
- On occasion, adult-led activities do not challenge children to the highest level.

What the setting needs to do to improve further

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

- strengthen the monitoring of the performance of practitioners and focus more sharply on helping them to raise the quality of teaching to the highest level
- improve the planning for adult-led activities so that children are deeply involved in learning that challenges them and promotes their swiftest progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the pre-school.
- The inspector spoke to parents and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Practitioners know what to do if they consider that a child may be at risk of abuse or neglect. Managers follow safe recruitment procedures. Practitioners demonstrate a good understanding of how children learn and this helps them to implement what they learn through training effectively. For example, practitioners research the most recent information about children's nutritional needs and plan activities that help children to learn to make healthy choices in their diet. Managers identify and minimise hazards to children's safety. For example, when they visit the nearby park they carefully check the area for broken glass before allowing children to play.

Quality of teaching, learning and assessment is good

Practitioners observe children's learning and accurately assess their progress. They provide activities that engage children's interest. For example, children eagerly join a practitioner when she starts to read a familiar story. They remember and predict what will happen next and demonstrate their happy excitement when the bears find a girl and chase her. This helps to promote children's early literacy really well. Practitioners design and make resources that enrich children's learning. For example, practitioners skilfully design a book about a duck that hides on and under everyday items. Children learn the meaning of 'on' and 'under' when they take turns to hide and look for the duck.

Personal development, behaviour and welfare are good

The key-person system is effective and practitioners know children well. Practitioners are positive role models and children learn to respect and be kind to other people. For example, they share toys and play together well. Children move freely between activities indoors and outdoors. They learn that they need to wear different clothes to match different weather and this helps children to understand the world. Children follow daily routines that help to promote their confidence and independence. For example, at snack time they collect a plate and select the fresh fruit they want to eat. Practitioners carefully follow robust policies and procedures and this helps to promote children's welfare.

Outcomes for children are good

Children are eager learners who acquire the skills and knowledge that prepare them well to start school. Children whose starting points are below those of children of the same age make good progress and gaps in attainment close steadily. Older children link sounds with written letters and know that printed words carry meaning. Children follow familiar routines and instructions. For example, they help to tidy the toys when they hear the 'tidy-up music'. Children enjoy books and can answer questions about the characters and events in familiar stories. Children develop independence in using the toilet. They know they must wash their hands before they eat.

Setting details

Unique reference number	EY398808
Local authority	Cheshire East
Inspection number	1099383
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	18
Number of children on roll	26
Name of registered person	Chelford Village Pre-School Committee
Registered person unique reference number	RP525780
Date of previous inspection	4 May 2017
Telephone number	01625 860823

Chelford Village Pre-School registered in 2009. The pre-school employs six members of childcare staff. Of these, two hold early years qualifications at level 3 and one member of staff holds a qualification at level 2. A further member of staff holds qualified teacher status. The pre-school opens from Monday to Friday all year round. Sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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