

# Newton Park Pre School

Newton CP School, Kingsway West, Chester, Cheshire, CH2 2LA



## Inspection date

20 March 2018

Previous inspection date

22 September 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 show high levels of concentration and become engrossed in the activities available. They choose what they want to do, which helps them to develop into independent learners.
- Staff are good role models for children. They provide clear and consistent boundaries to help children develop a secure understanding of right and wrong. As a result, children's behaviour is good.
- The environment is well resourced, with excellent quality, age-appropriate resources that interest children and motivate their learning.
- Staff work in partnership with parents and carers, which supports children's emotional well-being. Parents receive regular feedback on their children's progress and they are very complimentary about the care provided.
- The management team and staff have made significant progress since the previous inspection. They have embraced support of the local authority to improve the quality of their practice.

### It is not yet outstanding because:

- Occasionally, staff do not give children enough time to respond to questions before offering the response. As a result, children have fewer opportunities to develop their thinking skills.

## What the setting needs to do to improve further

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

- extend opportunities to develop children's thinking skills during activities, for example, by giving children enough time to respond before providing the answer.

### Inspection activities

- The inspector observed activities and children at play throughout the inspection, both indoors and outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation and the tracking of children's progress.
- The inspector conducted a joint observation with the manager.

### Inspector

Maxine Allmark

## Inspection findings

### Effectiveness of the leadership and management is good

Since the previous inspection, the committee and the management team have invested time, energy and resources into improving the quality of teaching and learning. Managers undertake regular supervision sessions with staff and provide effective support, coaching and mentoring. This has a positive impact on outcomes for children. Early years pupil premium funding is used effectively to support children who need it most. For example, tablet computers have been purchased to help children develop their understanding of technology. Safeguarding is effective. Robust recruitment and vetting procedures are successfully implemented. Staff are aware of the signs and symptoms of abuse and they know the procedures to follow if they have any concerns about a child's well-being.

### Quality of teaching, learning and assessment is good

The staff team has a secure knowledge of how young children learn and develop. Children engage with a wide range of interesting and purposeful experiences that provide appropriate challenge. Children are confident learners who are eager to make suggestions. For example, they decided to change the outdoor playhouse into a farm so they could collect eggs and carefully place them in the egg trays. Two-year-old children enjoy exploring the texture of compost and planting seeds. They copy the member of staff as she carefully plants the seed in the compost. Children are able to nurture their seeds, which helps them to learn about the lifecycle of a plant. The system used for tracking children's progress works well to identify gaps in children's learning. Additional support is provided to ensure that all children reach their full potential. Children's communication and language skills are generally promoted well. For example, older children enjoy short phonics sessions, which captivates their interest and they are eager to say the letter sounds. This supports children's communication and literacy skills. However, on occasion, staff do not always provide children with opportunities to develop their thinking skills. Staff ask children questions but sometimes respond themselves before children have had time to think of the answer.

### Personal development, behaviour and welfare are good

Children are confident and secure in the pre-school. They have developed warm and caring relationships with their key person, which gives them a good sense of belonging. Children also receive regular praise and encouragement from staff, which helps them to feel good about themselves. Children are well behaved. They negotiate with each other well, take turns during activities and share resources. For example, children take turns as they play with felt pens and paint, and they work together to create colourful paintings. Children enjoy lots of fresh air and exercise in the well-equipped outdoor play area, which promotes their good health and physical development.

### Outcomes for children are good

Outcomes for children are good. Children are making good progress from their starting points. Staff teach children well and they are developing the skills required for the next stage of their learning. The management team liaises with local schools and prepares children well for their transitions to school.

## Setting details

<b>Unique reference number</b>	EY348505
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1132401
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Newton Park Pre-School Committee
<b>Registered person unique reference number</b>	RP524542
<b>Date of previous inspection</b>	22 September 2017
<b>Telephone number</b>	01244 314271

Newton Park Pre-school was registered in 2007. The pre-school employs seven members of childcare staff. Of these, one holds an early years degree and five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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