

Heyside Pre-school

St. Marks Church Hall, Oldham Road, Heyside, Royton, Oldham, OL2 6LY



Inspection date	19 April 2018
Previous inspection date	20 March 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 are happy and settled. They display a strong sense of belonging and share good, supportive relationships with staff. Children's independence is well supported.
- The manager is enthusiastic and sets high expectations. She is experienced and uses her knowledge well to create a safe and stimulating environment that captures children's interest. Children are motivated and engaged in purposeful learning.
- Staff are positive role models and know children well. They are kind and children respond well to their sensitive and nurturing approach. Children are emotionally secure.
- Staff make regular assessments of children's learning. They plan next steps to help support their individual development. Staff track children's progress and the manager monitors the learning of different groups of children. Gaps in development close quickly.
- Strong partnerships with parents and other professionals help to support a shared approach to children's learning and their individual care.
- Staff performance is monitored and contributes to informing a programme of professional development. Development plans are in place and are meaningful. This helps to drive forward continuous improvement.

It is not yet outstanding because:

- Occasionally, group activities are too long in duration and children begin to lose their concentration towards the end.
- Sometimes, staff do not always offer challenges to the most able children.

What the setting needs to do to improve further

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

- review the length of group activities to help children concentrate and remain focused for their duration
- ensure that activities consistently provide maximum levels of challenge for the most able children.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning. A joint observation was carried out with the manager.
- The inspector held a meeting with the manager and kept her well informed through regular discussion throughout the inspection.
- The inspector looked at a selection of documentation, including children's learning records, safeguarding procedures, staff training records and development plans.
- The inspector considered evidence of suitability checks for all staff working in the pre-school.
- The inspector held discussions with staff and children throughout the inspection. She spoke to a number of parents and took account of their views.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of signs and symptoms of potential abuse. They know the correct procedures to follow in the event of a concern to help maintain children's welfare. Risk assessment is effective and helps to maintain a safe environment. Staff recruitment and induction procedures are robust. Managers monitor the ongoing suitability of staff. This supports children's safety. Managers work alongside staff, mentoring them and offering guidance. This helps to enhance the quality of teaching. The manager uses her skills well to tailor provision to meet individual needs. Parents' comments about the staff team and the quality of the provision are very positive.

Quality of teaching, learning and assessment is good

Staff plan activities that children enjoy and are eager to take part in. The indoor and outdoor environments offer a wealth of learning opportunities that children excitedly explore. Staff plan activities to target and extend specific areas of development, generally. Older children learn to recognise individual letters and the sounds that they make. Staff play alongside children, asking questions to help support their thinking. Children use their recall skills to join in telling the story of the week. This helps to support their literacy and their language development. Staff encourage children to make marks with a range of materials. Children investigate mixing different ingredients together, widening their experiences. Staff talk about what is happening and provide new vocabulary. They encourage children to compare quantities and volumes that help promote mathematical skills.

Personal development, behaviour and welfare are good

Staff promote positive behaviour well. They consistently set expectations that children understand help keep themselves safe. For example, children know to use their 'indoor walking feet' as they climb up and down the steps. Staff encourage children to listen carefully to them and to each other. Children are well behaved and play cooperatively. Gradual admission procedures are effective and tailored to meet individual needs. Children eat fresh fruit and play outdoors in the fresh air, which helps to promote their well-being. They demonstrate enthusiasm and confidence as they climb and balance on the large climbing frame. This contributes to supporting their physical development and enables children to take appropriate risk in their play.

Outcomes for children are good

All children make good progress in their learning. Children who have special educational needs and/or disabilities are well supported through effective, tailored development plans. Children gain confidence in their own abilities and in group learning. For example, they create their own story as they perform a puppet show for their friends. Children enjoy their time in the pre-school and their social skills are well promoted. They gain an awareness of diversity. Children are curious and willing to try out their ideas. They acquire skills that will support them in their future learning.

Setting details

Unique reference number	508047
Local authority	Oldham
Inspection number	1091150
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	36
Name of registered person	Heyside Pre-School
Registered person unique reference number	RP910569
Date of previous inspection	20 March 2015
Telephone number	01706 847 175

Heyside Pre-school registered in 1995 and is based in St Mark's Church Hall, Royton. It employs seven members of staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday from 8am until 3pm, term time only. It provides funded early education for two-, three- and four-year-old children.

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