

Inspection date	24 April 2018
Previous inspection date	26 January 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

- Managers are committed to supporting children and their families. They host stay-and-play sessions each week where they offer guidance, support and training to parents. Children benefit from these positive experiences and they grow in confidence and self-esteem.
- Parents receive regular updates about their children's learning and progress. Staff provide parents with ideas for supporting their child's learning at home and regularly have discussions about children's achievements.
- The manager and staff monitor all children's progress well. They use the information effectively to minimise any differences in their development. They work very closely with families and other professionals to ensure children who have special educational needs and/or disabilities are further supported.
- Staff plan the environment very carefully to meet the varying needs of the children attending, overall. Staff successfully build on children's interests and reflect this in the activities they provide. Children become confident and independent learners from a young age.

It is not yet outstanding because:

- Occasionally, some large-group activities are overly adult led, this sometimes reduces the opportunities for children to contribute and discuss their ideas.
- Staff do not always maximise all available opportunities to share detailed information with other staff about children's specific learning needs.

What the setting needs to do to improve further

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

- review the organisation of group times to maximise opportunities for children to contribute and discuss their ideas more fully
- strengthen arrangements for sharing detailed information between staff so that they are kept well informed about children's specific learning needs.

Inspection activities

- The inspector observed activities indoors and assessed the impact this has on children's learning.
- The inspector held meetings with the deputy manager. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the deputy manager and discussed the setting's self-evaluation.
- The inspector looked at relevant documentation, including activity planning and a selection of children's learning records and the setting's policies and procedures.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Susan Riley

Inspection findings

Effectiveness of the leadership and management is good

Managers work well together to evaluate the quality of the pre-school. They include staff in setting priorities for improvement to help maintain the good-quality care and education they provide. The views of parents are meaningfully sought and staff are receptive to the support, guidance and feedback they receive from the local authority. Staff feel well supported in their role. They benefit from regular supervisory meetings and have access to a robust training programme. Some staff have successfully completed an early years qualification which contributes to improved outcomes for children. Staff are keen to develop their own teaching skills. They often share their knowledge from training and observe and share ideas with each other during regular staff meetings. Safeguarding is effective. Thorough safeguarding policies and procedures are in place and staff have a comprehensive awareness of the signs and symptoms of abuse.

Quality of teaching, learning and assessment is good

Staff are very committed to their role. They draw on their experience and qualifications to plan purposeful and interesting activities that are well matched to children's interests and needs. Children are well motivated and eager to get involved in activities. They particularly enjoy role-play activities and develop good imaginations and creativity. Staff promote children's mathematical development well. They help children to count and solve simple mathematical problems. For example, children count and complete simple sums as they add candles to their make-believe birthday cake. Children develop good communication and language skills. Staff spend time talking to children during their activities and introduce new words to increase children's vocabulary. Children are confident communicators who are eager to express themselves.

Personal development, behaviour and welfare are good

Children build trusting and supportive relationships with their key person and they are happy and confident. Staff know children well and they are sensitive to their individual needs. Staff use consistent and clear strategies to manage children's behaviour. Children play well together and form secure friendships with their peers. Children's health and well-being is successfully encouraged. Staff provide children with healthy and nutritious snacks and daily opportunities to be physically active outdoors. Children learn about the wider world around them. They enjoy taking part in activities to celebrate different cultural festivals.

Outcomes for children are good

Children make good progress from their starting points. They demonstrate good independence skills and manage tasks for themselves. For example, they pour their own drinks, butter their own toast and put on their coats for outdoor play. Children develop an interest in early literacy and they produce recognisable letters of their name. Children are well prepared for school.

Setting details

Unique reference number	EY465591
Local authority	Salford
Inspection number	1095454
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	29
Number of children on roll	0
Name of registered person	St Ambrose Young Families Project
Registered person unique reference number	RP532799
Date of previous inspection	26 January 2015
Telephone number	0161 4254493

SAYF childcare registered in 2013. The pre-school employs four members of childcare staff. They all hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday to Friday term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for three- and four-year-old children.

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