

Beeches Pre-School

Edge Village Hall, Edge Green, Malpas, Cheshire, SY14 8LG



Inspection date

1 May 2018

Previous inspection date

22 October 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children are very eager to arrive at pre-school. They look for favourite and familiar activities and are soon highly engaged in purposeful, self-chosen play and learning. The well-qualified team demonstrates a superb understanding of how children learn. Practitioners very sensitively join in with children's play and their involvement helps to extend children's thinking extremely effectively.
- Managers and the committee have a very clear vision for the future of the pre-school. They implement changes that impact positively on children's welfare and development.
- Children learn to follow consistent, well-taught rules that help to keep them exceptionally safe. For example, they carry their chairs very carefully from the snack tables to make a circle for group time. Children know that they must hold the back of the chair with both hands, keep the legs pointing down and walk slowly so that everyone is safe.
- Practitioners establish highly effective partnerships with teachers in school. For example, they check that methods for teaching early literacy skills are similar. This helps to promote continuity for children's learning superbly. Pre-school children regularly visit school. For example, they join in with the reception class at story time.
- Partnerships with parents are exceptional. Parents feel fully informed about children's progress and development. They know children's next steps for learning and say that practitioners help them to continue children's learning at home.

What the setting needs to do to improve further

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

- continue to evaluate the impact on children's outcomes of planned changes to the resources and environment, building on the already excellent practice.

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 pre-school manager. She looked at relevant documentation and evidence of the suitability of practitioners and members of the parent committee.
- The inspector spoke to parents and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is outstanding

Managers and practitioners continuously check that their planning closely matches what children need to learn next. For example, the pre-school now admits more two-year-old children. The team has made changes to resources and the environment to take more account of differences between the play and learning needs of younger and older children. Children of all ages now become more deeply involved in purposeful play and managers plan to make further changes. The manager has plans in place to evaluate the impact of the changes that have been introduced. The manager monitors and motivates the performance of the experienced team extremely effectively. The quality of teaching is consistently high. Safeguarding is effective. Practitioners demonstrate excellent understanding of what to do if they are concerned that a child may be at risk of harm.

Quality of teaching, learning and assessment is outstanding

Practitioners very skilfully build challenge and children's interests into a wide array of exciting adult-led and spontaneous activities. For example, younger children are learning to understand and count to two. They carefully pick two sunflower seeds out of the packet and plant them in pots that they have filled with compost. This helps children to learn that every number denotes an unchanging quantity. In an example of spontaneous teaching, older children have noticed that a ball has rolled under a car. They think deeply and creatively as they suggest and energetically try different methods to retrieve it. This helps children to develop high levels of confidence, work collaboratively and test out their own ideas.

Personal development, behaviour and welfare are outstanding

Children demonstrate that they feel extremely secure in the company of the calm and encouraging practitioners. Well-established routines help to promote children's self-esteem and self-control exceptionally well. For example, a picture board tells everyone which children are responsible for daily tasks, such as helping to prepare snack. Children can see who has already had a turn and know that everyone will be included fairly. Managers meticulously review procedures. For example, they noticed that children were falling over too frequently when they ran on the tarmac area wearing wellington boots. They relocated the boot rack and children understand why they only wear wellington boots on the grass.

Outcomes for children are outstanding

Children demonstrate a very advanced knowledge and understanding for their age and make swift progress from accurately assessed starting points. Gaps in children's attainment close quickly. Older children recognise and begin to form lower-case letters correctly. They begin to segment simple words into sequences of beginning, middle and end sounds. Children from a young age change their outdoor footwear independently. Children understand some of the purposes for using numbers. They know that the number changes when something is added or taken away from a set of items.

Setting details

Unique reference number	304973
Local authority	Cheshire West and Chester
Inspection number	1103484
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	20
Number of children on roll	36
Name of registered person	Beeches Pre-School Committee
Registered person unique reference number	RP525779
Date of previous inspection	22 October 2014
Telephone number	01948 820 775

Beeches Pre-School registered in 1984. The pre-school employs seven members of childcare staff. Of these, four hold qualified teacher status, one holds an early years qualification at level 6 and two hold early years qualifications at level 3. The pre-school opens from Monday to Friday during school terms. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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