

East Didsbury Pre School

Parrs Wood Road, East Didsbury, Manchester, Lancashire, M20 5QQ



Inspection date

2 May 2018

Previous inspection date

16 May 2014

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

- Partnership working with parents is good. Parents speak very highly of staff. They compliment them on providing a high-quality service. Parents state that they feel valued and are involved with all aspects of their children's learning. Staff regularly share information with parents regarding their children's progress.
- Staff provide a calm, caring and nurturing environment. Children settle quickly. They develop good levels of self-esteem and show that they are emotionally secure during their time at pre-school. Children are well supported by their key person.
- Behaviour is good. Staff teach children important values, such as respecting similarities and differences between others.
- Staff spend time getting to know children and have a good understanding of their interests, likes and dislikes. They plan stimulating and exciting activities to enhance children's learning and development. Children enjoy their time at the nursery and make good progress.

It is not yet outstanding because:

- The management team does not fully use information from the analysis of different groups of children's progress to identify any variations and strengthen their achievement.
- The management team does not focus staff's professional development as sharply as possible on developing their teaching skills.

What the setting needs to do to improve further

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

- evaluate the progress made by different groups of children and use the information gained to ensure that any gaps in learning are quickly closed
- strengthen staff's professional development and focus more sharply on deepening their teaching skills to help promote outstanding outcomes for all children.

Inspection activities

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

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know what to do if they are concerned about a child's welfare or the behaviour of a colleague. Managers use robust recruitment and vetting procedures to ensure that all staff are suitable. They implement an effective safeguarding policy. Children are provided with opportunities to learn how to keep themselves safe. Staff talk to children about the rules and boundaries within the pre-school and remind them to tidy away resources to help prevent any accidents. Leaders work closely with the local authority and gather accurate views from others to help them identify and address weaknesses in practice.

Quality of teaching, learning and assessment is good

Staff have high expectations of what children can achieve. They observe children routinely and assess their abilities. Staff plan activities that help to promote the key next steps in children's education. Children excitedly pedal their bicycles around the roadway outside, recording the number of laps they achieve on the chalkboards. Younger children particularly enjoy moving their bodies to music, after voting for the song they would like to hear. Children develop some small-muscle skills while cutting strips of sticky tape and using other tools during craft activities. Older children explore the ice cubes in the sensory tray, they enjoy painting them and watching the ice melt into the paint.

Personal development, behaviour and welfare are good

Staff promote children's well-being effectively. For example, staff provide children with nutritious choices at snack time. They talk to children about the importance of eating well. Staff promote good hygiene routines, including frequent hand washing. They foster children's independence well. For example, children serve their own snacks and enjoy washing up their own dishes and wiping the table cloths. Children benefit from plenty of fresh air and exercise. They develop their physical skills and learn to take some managed risks. For instance, they climb along the bars of the climbing frame to reach the slide, dance to music and learn good spatial awareness when steering around objects on their bicycles.

Outcomes for children are good

All children make good progress and those who have special educational needs and/or disabilities are supported very closely to achieve at the best possible level. Children communicate their needs and become confident individuals. They develop good skills in literacy and mathematics. During group activities, they sing familiar songs and count confidently from one to 10. Children are curious and keen to extend their knowledge of the world. They enjoy pretending to bake cakes in the mud kitchen, adding ingredients and counting the scoops of mud they need. Children develop the key skills they need for school.

Setting details

Unique reference number	500073
Local authority	Manchester
Inspection number	1087832
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	29
Name of registered person	Julie Bell
Registered person unique reference number	RP512877
Date of previous inspection	16 May 2014
Telephone number	0161 445 0934

East Didsbury Pre School registered in 1991. The pre-school employs seven members of childcare staff. Of these, one has an appropriate early years qualification at level 4 and five hold a qualification at level 3. The pre-school opens from 9am to 3pm on Mondays and Wednesdays, from 9am to 12.30pm on Tuesdays and from 9am to midday on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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