

Brereton Playgroup and Preschool



School Lane, Brereton Green, Nr Sandbach, CW11 1RN

Inspection date	15 May 2018
Previous inspection date	11 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager and staff are supported by a very active committee who bring the expertise from their other work roles to help staff with a range of administrative and management tasks. All the issues identified at the last inspection have been addressed.
- The enthusiastic staff use plenty of praise to make learning a really positive experience. Children have confidence to 'have a go' at activities they find more difficult, some actively ask for 'tricky work'.
- The children are very happy and relish the opportunities provided by staff who carefully monitor their development. Older children are making very good progress in their literacy skills. They confidently identify letters and the sounds they represent. Some start to blend letters together to make words or identify which words rhyme.
- Children are very well behaved and have very good social skills. They respond positively to staff's encouragement. They are very motivated and excited about collecting stickers and rewards. Staff encourage children to be kind to others and work as a team.
- Parents praise the nurturing environment and the personal and accurate feedback staff provide about their child's progress. They are also impressed with the close links the group has with the host school, which they feel, has made the move on to school almost seamless for their older children.

It is not yet outstanding because:

- Although the majority of activities are very well planned, there are occasions where children are not encouraged enough to develop their own ideas, and think through and resolve problems for themselves.

What the setting needs to do to improve further

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

- make the most of opportunities for children to think through things for themselves and develop ideas or solve simple problems.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager and three committee members. She looked at relevant documentation and evidence of the suitability of the committee and staff working in the pre-school.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager has introduced robust systems to ensure committee members have all necessary checks undertaken and understand the breadth of their role. They are actively involved in reviewing the quality of the provision and planning improvements with the staff team. Staff ensure there is an accurate record of children's attendance. All staff, have a good understanding of what would constitute a safeguarding concern and what they should do about any concerns. Staff are well qualified and strongly encouraged to undertake further training and qualifications, for example, courses on autism. This targeted training has a positive impact on children's learning and welfare. The manager has introduced detailed and effective ways to support staff to reflect on their teaching and identify ways to improve it further. Staff work with other providers and professionals to ensure they gather all required information and advice, so they can help children to make the best progress.

Quality of teaching, learning and assessment is good

Staff are well motivated and their positivity is infectious. They use a range of teaching methods to enthuse children. They gather details from parents about what children can do at home. They provide information on their website and through the online learning journal and weekly news emails so parents can carry on with activities at home. Staff consider individual children's learning needs. They tailor activities to children's abilities. For example, younger and older children have focus sessions in separate groups so staff can tailor activities to their stage of development. All children have sessions which start to build on their listening skills and knowledge of first letter sounds. They are provided with equipment which allows them to better understand mathematical concepts, such as weight or the physical number of objects a written number represents.

Personal development, behaviour and welfare are good

Children have a good understanding of the pre-school rules, such as super sitting, looking and listening at group times and keeping your hands to yourself. They develop a clear understanding of how to treat others with kindness and respect. They have close relationships with their key person and other staff. Children are very independent, they confidently manage their own toileting needs and their lunchboxes. Older children learn to change for active sessions in the school hall and have a positive attitude to exercise.

Outcomes for children are good

Children make good progress and older children are very ready for the move on to school. Most are working very comfortably within the range of development typical for their age. Plans are in place to help build on the abilities of children who have special educational needs and/or disabilities. Children enjoy being outside. They learn about risk, for example, they avoid holly leaves and stinging nettles. They develop good coordination as they balance on the trim trail. Children are starting to recognise some sounds that letters represent and are developing skills associated with writing. Older children count and some add two small groups of objects together.

Setting details

Unique reference number	304989
Local authority	Cheshire East
Inspection number	1122494
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	25
Number of children on roll	36
Name of registered person	Brereton Playgroup Committee
Registered person unique reference number	RP905261
Date of previous inspection	11 January 2018
Telephone number	01477534304

Brereton Playgroup and Preschool registered in 1983. The pre-school employs five members of childcare staff. Of these, one holds an early years qualification at level 6 and also holds a higher level teaching assistant qualification and four hold early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 3.15pm. Before- and after-school care is provided for Reception Class children from 7.30am until 8.45am and 3.15pm until 5.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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