

Flying Start Pre-School & Romiley Out of School Club



Romiley Primary School, Sandy Lane, Romiley, SK6 4NE

Inspection date	25 May 2018
Previous inspection date	12 June 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

- The management team evaluates the quality of the setting accurately. It sets high standards and is making ongoing improvements. For example, it uses detailed development plans to identify priority areas to improve practice even further.
- The manager and staff work well with other professionals involved in children's care and learning, to ensure children make good progress in their learning and development. For example, they share strategies and include parents.
- Leaders establish secure relationships with other providers, such as schools. For example, staff share information with teachers and arrange visits for children to visit school. Staff provide consistent support and successfully prepare children for school.
- Staff know children well and help them to learn good behaviour. For example, they teach them good manners, and show them how to take turns and be kind to others.

It is not yet outstanding because:

- The manager does not make highly effective use of supervisions, coaching and mentoring of staff to raise the quality of teaching even further.
- The manager does not precisely monitor the progress of different groups of children to ensure specific programmes of support help to increase children's progress more swiftly.

What the setting needs to do to improve further

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

- enhance the mentoring, coaching and supervision arrangements for all staff to focus on raising the quality of teaching even further
- monitor the progress of different groups of children to ensure specific programmes of support are highly effective to increase outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as a sample of policies and procedures, and evidence of the suitability and qualifications of staff working in the setting.
- The inspector took account of the views of some parents.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. There are secure procedures for the recruitment and vetting of staff. The manager carries out ongoing checks regarding the suitability of staff to work with children. Staff know how to identify indicators that suggest children may be at risk of harm. They know the correct procedures to follow to keep children safe and report concerns. All staff follow robust procedures to ensure the premises are safe and secure. They identify hazards quickly and minimise any risks. For example, they ensure the outdoor area is safe prior to children going out to play. The management team encourages staff, parents and children to share their thoughts and ideas. The manager and staff support children's needs well. For example, they share strategies from professionals to promote consistency for children. Parents comment positively on the information they receive on the provision and their child's development.

Quality of teaching, learning and assessment is good

Staff encourage children's interests with close support and good enthusiasm. Children explore activities and resources eagerly and play cooperatively with their peers. Staff consider children's interests and next steps in learning when they plan activities. For example, they respect children's preferences and choices for play. Staff provide a range of sensory learning experiences. For example, children enjoy emptying and filling containers with sand and water. Furthermore, staff stimulate good conversations. For instance, they refer to visiting the beach and rock pools. Staff encourage children's counting and number recognition well in a variety of activities. For example, they count the scoops of sand, and use large dominoes to count the dots and match similar patterns.

Personal development, behaviour and welfare are good

Children are settled and have positive relationships with staff. They have good opportunities to develop their physical skills and be active. For example, they enjoy playing games and running. They gain proficiency in their balance and coordination. For instance, they use various equipment, such as bicycles and scooters. Staff provide healthy snacks and drinks for children. Staff support children's confidence and self-esteem. For example, they provide children with good encouragement and praise. Children have started to learn about growing plants and the names of different herbs. Staff provide regular opportunities for children to learn about the importance of diversity. For example, children learn about various cultural events and festivals.

Outcomes for children are good

Children develop the skills they need for their future learning and the eventual move to school. They develop good levels of independence. For instance, they make choices to play outdoors in the fresh air and know to put their coats on when it is raining. All children make good progress from the time they start at the setting, including those in receipt of additional funding. Children enjoy listening to stories and sing their favourite songs. They are confident, happy and motivated to learn.

Setting details

Unique reference number	EY231853
Local authority	Stockport
Inspection number	1091433
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 - 11
Total number of places	30
Number of children on roll	174
Name of registered person	Network Nurseries Limited
Registered person unique reference number	RP906985
Date of previous inspection	12 June 2015
Telephone number	07506 551 876

Flying Start Pre-School & Romiley Out of School Club registered in 2002. The setting employs 14 members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 2 or level 3, and one member of staff holds a qualification at level 6. The setting is on the grounds of Romiley Primary School and opens from Monday to Friday, term time only. Sessions for the pre-school and out-of-school club are from 7.30am until 6pm. The setting receives funding for the provision of early education for two-, three- and four-year-old children.

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