

# Minibuddies Pre-School at Manor Beach School



Manor Beach Cp School, Manor Drive, THORNTON-CLEVELEYS, Lancashire, FY5 1EU

<b>Inspection date</b>	10 July 2018
Previous inspection date	10 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager provides a stimulating environment that encourages children to investigate and explore. Her successful relationship with the school ensures that children can access a variety of areas such as the hall, playground and sensory room. This allows staff to provide children with a broad curriculum of interesting experiences.
- Staff prepare children well for school. Children become familiar with school routines and staff support them to become involved in school life. For example, children eat their lunch with the older children and take part in school events. This helps children become emotionally prepared to embark on their next stage of learning.
- Parents find the staff team to be very supportive for both the children and the families. They report on how professional and caring they find the staff and how well their children have settled and progressed. Parents say their children come home tired and happy, and the staff have made a huge difference in their children's lives.
- Staff provide children with a variety of experiences and resources that ensure they develop well physically. For example, regular activities at the beach, multi-sports sessions, yoga and demanding outdoor equipment help children learn to take risks, acquire valuable physical skills and develop understanding of keeping themselves safe.

### It is not yet outstanding because:

- The manager does not rigorously assess staff's performance and set highly focused targets that would allow them to improve teaching even further. Consequently, staff do not always use teaching techniques that challenge children to their full potential, for example, by asking questions that help children to think critically.

## What the setting needs to do to improve further

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

- focus more sharply on supervisions to ensure staff can develop their teaching skills to an even higher level, for example, by improving their questioning techniques to further support children's critical thinking.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector spoke with parents to listen to their opinions about the setting.
- The inspector observed teaching and assessed the impact on learning.
- The inspector conducted a joint observation with the manager.
- The inspector interviewed the manager and staff and viewed a selection of documentation.

### Inspector

Karen Bingham

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager implements and regularly reviews procedures that help to keep children safe. Staff know how to identify signs and symptoms of abuse and how to report a concern. The enthusiastic and knowledgeable manager has high expectations of all the children in her care. She ensures staff assess and monitor children regularly and quickly puts measures into place to narrow any gaps in development. For example, effective use of additional funding has ensured that children with speech delays have made significant progress. The manager evaluates her provision accurately and has clear priorities for improvement. For instance, she aims to improve children's learning further by developing their forest space and utilising information from a marine biologist to progress their beach school initiative. The manager encourages and supports staff to develop their knowledge through training and studying for higher qualifications. This impacts positively on the experiences they provide for children.

### Quality of teaching, learning and assessment is good

Staff support children's learning through effective observations and planning. They use information gathered from parents, children's interests and their own assessments to build learning experiences that encompass children's spontaneity and creativity. Children concentrate for lengthy periods, meticulously chopping potatoes and carrots in the home corner or using instructions to make their own play dough. Staff consolidate these experiences by providing children with time and space to think through solutions for themselves. Engaging staff use story time to develop speech and introduce mathematics. They encourage children to use good listening skills and develop independence, for example, children follow instructions as they walk calmly to the school hall for lunch. Staff provide many opportunities for children to make marks and write. Consequently, pre-school children can recognise letters and write their own name.

### Personal development, behaviour and welfare are good

Nurturing and welcoming staff develop close bonds with children and their families. Parents receive regular updates about their children's development and useful advice. For example, staff provide information about home learning and booklets on healthy packed lunches. Staff use praise and distraction techniques to successfully manage behaviour. Therefore, children learn how to respect boundaries and be kind and considerate to others. Older children help their younger peers to fill their watering cans and they learn how to share and take turns. Staff encourage children to develop an understanding of the diverse world by exploring traditions of other cultures.

### Outcomes for children are good

Children confidently engage in lively conversation with each other and the staff. They enjoy role play and use a puppet theatre to act out their own imaginative stories. Children are motivated learners, for example, they investigate the similarities and differences between insects and compare the number of legs on each creature.

## Setting details

<b>Unique reference number</b>	EY400561
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1105034
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Sharon Parkes and Nita Mills Partnership
<b>Registered person unique reference number</b>	RP909257
<b>Date of previous inspection</b>	10 October 2014
<b>Telephone number</b>	07990711570

Minibuddies Pre-School at Manor Beach School registered in 2009. It is based within two classrooms in Manor Beach Primary School, situated in Thornton-Cleveleys. It employs four members of childcare staff all of whom have appropriate early years qualifications at level 3, with one staff member holding a level 6. The manager holds early years professional status. The setting opens from 9am until 3.30pm, Monday to Friday, term time only. The setting provides funded early education for two-, three- and four-year-old children.

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