

Manifold Pre-School

Leek Road, Warslow, Buxton, Derbyshire SK17 0JP



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| Inspection date | 15 November 2018 |
| Previous inspection date | 10 February 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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

The provision is good

- Children develop strong relationships with familiar staff and other children. They settle well and are emotionally secure in the welcoming, nurturing environment provided by staff. This helps children to feel secure so that they can confidently and actively play, learn and explore.
- Staff are highly skilled in engaging children in conversation during routines and as they play together. Staff describe what is happening and model language. This helps to extend children's vocabulary while promoting their understanding.
- Staff know and understand how children learn. They place high priority on how they organise the environment. Staff expertly arrange and display toys and resources to inspire children to explore recent learning, practise new skills and follow their own interests.
- The manager and staff are highly motivated and strive for excellence. They work together as a coordinated team to support children's welfare and development. Leaders and staff meet regularly to discuss ways they can make some continual improvements to the provision.

It is not yet outstanding because:

- Staff do not consistently make the best use of information gained from their assessments of children's learning to match children's individual learning needs precisely when they plan activities and experiences.
- The manager does not focus her monitoring of assessment information to identify appropriate interventions and target teaching to make continual improvements to the educational programme.

What the setting needs to do to improve further

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

- focus planning more sharply on what individual children need to learn next to help close any gaps in children's learning at a faster rate
- strengthen the monitoring of assessment of the progress groups of children make to target interventions that help all children make as much progress as possible.

Inspection activities

- The inspector completed a joint observation with the pre-school manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the chair of the committee and the manager of the provision. She held discussions with other staff about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector
Kim Barker

Inspection findings

Effectiveness of leadership and management is good

The manager and her staff put children at the centre of everything they do. They have high expectations of what children can achieve in their learning. The manager, staff and committee recognise the importance of continual reflection to enhance experiences offered to children. There is a robust system for recruitment, induction and appraisal. Staff attend training to keep their professional knowledge and skills up to date. The arrangements for safeguarding are effective. Staff are alert to the signs that may indicate that a child is at risk of abuse. They fully understand their responsibility to respond to any concerns about a child's welfare. Staff undertake daily checks to ensure any hazards are minimised or removed. The pre-school has good, established relationships with the host school. These good working partnerships help staff to prepare children emotionally when they are ready to move on to nursery.

Quality of teaching, learning and assessment is good

Staff make frequent observations of the achievement children make in their learning. They are familiar with using this information to track the progress children make. Staff reflect on children's interests and needs when they plan some activities and experiences. The experienced staff place a high focus on ensuring there is an equal focus on all aspects of children's learning. The impact of the staff's good teaching skills means that children make good progress in their learning. Staff promote children's understanding of change, demonstrate and model language well as children explore a painting activity.

Personal development, behaviour and welfare are good

Staff's dedication and obvious enjoyment in their role ensures that children feel secure and happy in their company. Staff take extremely good steps to share information with parents about the progress their children make in their learning. For example, staff provide activities for children to complete at home that complement the learning that is happening in the pre-school. Children have the opportunity for physical play outdoors. Staff skilfully name and describe actions as children run and play. They help children to begin to understand the effect of exercise on their bodies.

Outcomes for children are good

Children grow in confidence and ability as they develop their own ideas for doing things and begin to solve their own problems. They are developing the knowledge and skills they will need for the next stage in their learning. Children develop early literacy skills. They learn to recognise familiar letters in their names and the initial sounds in an enjoyable way. They listen to stories, sing rhymes and have opportunities to make purposeful marks. Children learn how to use number for purpose as they help to prepare for lunch. As they fill and tip containers in the water tray, they learn words to describe quantities and position.

Setting details

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| Unique reference number | 218188 |
| Local authority | Staffordshire |
| Inspection number | 10059958 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 3 |
| Total number of places | 20 |
| Number of children on roll | 12 |
| Name of registered person | Manifold Pre-School Committee |
| Registered person unique reference number | RP907712 |
| Date of previous inspection | 10 February 2015 |
| Telephone number | 01298 84320 |

Manifold Pre-School registered in 1992. It employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one holds a qualification at level 3, and one has a qualification at level 2. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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