

Leesfield Pre-School Group

Barn Fold, Lees, Oldham, Lancashire OL4 5DN



Inspection date	30 November 2018
Previous inspection date	16 October 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager and staff team have worked extremely hard since the last inspection to raise the quality of the pre-school. They have addressed the recommendations raised and enhanced many other aspects of their practice.
- Experienced and well-qualified staff use their extensive knowledge of children's interests and capabilities to plan an excellent range of stimulating and exciting activities and experiences. Children are highly motivated and confident learners and make rapid progress.
- Children thrive and relish their time in this outstanding pre-school. Staff are full of fun and enthusiasm and this is imitated by children, who are totally engrossed in their play. The environment, both indoors and outdoors, is rich, stimulating and exceptionally well organised to help promote all areas of learning.
- The key-person system is well established and highly effective. Children develop exceptionally close relationships with all staff, who are extremely sensitive, caring and attentive. Care practices are extremely successful in helping to promote children's good health and well-being. Children demonstrate high levels of emotional security.
- Partnerships with parents, other early years providers and external professionals are excellent. Staff provide parents with a wealth of information about children's learning and progress. The shared approach to children's care and learning helps to promote high levels of consistency and continuity for all children.
- Self-evaluation is an ongoing process. The manager and staff are highly reflective and have an accurate view of the strengths of the pre-school. Areas for further development are sharply focused on helping to improve learning outcomes for children. The manager recognises the importance of continuous professional development to help drive and maintain the outstanding quality of teaching.

What the setting needs to do to improve further

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

- continue to enhance the highly effective programme of professional development to consistently drive and sustain the already outstanding quality of teaching.

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 to the manager, staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of a planned adult-led activity with the manager.
- The inspector looked at relevant documentation, such as safeguarding policies and procedures, children's records and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback obtained by the manager.

Inspector

Julie Kelly

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have an excellent knowledge of the referral procedures to follow should they have concerns about the health or welfare of a child. The knowledgeable manager is highly experienced and uses her excellent knowledge, skills and expertise to mentor, guide and coach staff. She carries out regular supervision sessions to manage their performance. The manager values the individual talents and strengths of staff. She makes excellent use of the qualified teacher's expertise to role model outstanding practice and support less confident members of staff. The manager carefully checks the progress made by all children who attend the pre-school, including different groups of children. This helps to ensure that gaps in learning are quickly identified and external intervention is sought, when necessary.

Quality of teaching, learning and assessment is outstanding

Staff provide an extensive range of materials to help children represent their ideas. For example, children use pipe cleaners, boxes, polystyrene tubes and bottle tops to make models. Staff use highly effective questioning techniques to help children to think critically, solve problems and communicate their thoughts. For example, children tell staff they cannot use the white crayons on white paper. When staff ask them why, they say, 'Because you can't see it. We need black paper to make white marks because then you can see it'. Staff provide children with enjoyable, fun activities to help them develop a secure understanding of literacy and mathematics. For instance, children write letters to Santa and use clipboards in the construction area when model making. They learn to compare sizes when they measure each other on the height chart.

Personal development, behaviour and welfare are outstanding

Children are extremely happy and well settled in the pre-school. Extremely well-planned and flexible settling-in sessions help children to settle quickly. Children who are new to the pre-school demonstrate that they feel comfortable, safe and secure. Staff have an excellent knowledge and understanding of the needs of children they care for. Children demonstrate high levels of independence as they manage their own personal care needs in readiness for school. For example, they take off and hang up their coats, help themselves to snacks and pour their own drinks. Staff create a culture of mutual respect and provide children with extensive opportunities to learn about diversity beyond their own experiences. Children's behaviour is exemplary. They are extremely kind and helpful towards staff and each other. For example, when a child needs a tissue, another child says, 'I'll get one for you'.

Outcomes for children are outstanding

Children make excellent rates of progress. This includes children with special educational needs and/or disabilities. Children develop an excellent understanding of literacy and mathematical concepts. For example, they write their names with correctly formed letters, understand initial sounds, recognise numerals and count objects. Children develop an exceptionally wide range of skills that helps to prepare them extremely well for the eventual move to school.

Setting details

Unique reference number	508061
Local authority	Oldham
Inspection number	10065369
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	36
Number of children on roll	29
Name of registered person	Leesfield Playgroup Committee
Registered person unique reference number	RP524900
Date of previous inspection	16 October 2015
Telephone number	0161 633 0325

Leesfield Pre-School Group registered in 1992. The pre-school employs six members of childcare staff. Of these, one holds qualified teacher status and five hold qualifications at level 2 or 3. 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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