

Christ the King Preschool

Fir Grove, Macclesfield, Cheshire SK11 7SF



Inspection date	10 January 2019
Previous inspection date	22 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The manager and committee seek the views of staff, parents and children in their drive for improvement. They have addressed weaknesses raised at the last inspection well. For example, a new manager, holding a relevant early years qualification at level 3, has been appointed.
- Children make good progress in relation to their starting points. The manager's improved and robust systems of monitoring identify any gaps in children's learning effectively. Staff address gaps well when planning, to ensure these quickly close.
- Staffs' support for children with special educational needs and/or disabilities is excellent. The management team demonstrates a strong commitment to working with other professionals. Their identification and implementation of timely interventions enables children's individual needs to be met well.
- Staff provide a welcoming, nurturing learning environment in which children are secure and confident to express themselves. Children are happy and settled. They build close emotional attachments to staff.
- Parents are delighted with the progress their children make in the pre-school. Staff's effective arrangements for communication help to keep parents updated and engaged in all aspects of their children's care and learning. For example, staff provide ideas for activities to continue learning at home.
- Staff do not consistently target the development of children's understanding of letters and sounds as precisely as possible to help children make the best possible progress in their early literacy.
- Staff miss some opportunities to support children's understanding of technology and do not always provide readily available resources and equipment.

What the setting needs to do to improve further

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

- strengthen teaching skills to enable staff to target children's understanding of letters and sounds even more precisely, so that children make the best progress possible
- provide more opportunities for children to develop their understanding of technology.

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 management team. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a robust understanding of their roles and responsibilities in safeguarding children. They know the procedures to follow should they be concerned about a child's safety or welfare. Staff complete further training to gain recognised qualifications and to enhance their knowledge and skills. The management team monitor staff performance and provide them with opportunities to observe each other and discuss their practice. Leaders use additional funding purposefully. For example, the manager has invested in a range of intervention programs to support children's communication and language. Staff listen well to children and use a variety of verbal and non-verbal communication cues to promote language skills.

Quality of teaching, learning and assessment is good

The enthusiastic staff team provide good levels of support for children. They use effective observations and assessments of children's progress to plan activities that, overall, challenge them well. Staff successfully thread aspects of mathematics through most activities and routines. For example, as children make porridge for story characters, they practise counting and compare size and quantity. Children explore money in the role-play shop and learn about colours as they build with construction pieces. Children use their imagination well. They design and confidently make their own creations using a range of media and materials, such as play dough and paint. Staff use their good teaching skills to extend children's learning. For example, staff use highly effective questioning to encourage children to recall stories and describe the actions and emotions of different characters.

Personal development, behaviour and welfare are good

Children show high levels of confidence and behave well. For instance, they are eager to stand in front of their friends, choosing their favourite song and leading singing. Parents appreciate the welcoming and caring environment and describe how happy and settled their children are. Staff plan children's transition into the setting and on to the host school seamlessly. This supports children's emotional well-being very well. Staff provide a range of experiences for children to learn about other cultures that are different from their own. They take part in regular outings in the local community and have plenty of opportunities to exercise and play energetically. Staff promote good hygiene routines and provide children with healthy and nutritious food. Children enjoy taking on a challenge and learn how to keep themselves safe. For example, they learn to use the scissors with care.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress. Their self-help skills are developing well. For example, children learn to put on their coats, wash their hands and self-register. Children show a strong sense of belonging and are eager to have a go and take part in activities. They are active and independent learners who become absorbed in their play. Children are developing the skills and attitudes they need, ready for school.

Setting details

Unique reference number	EY429846
Local authority	Cheshire East
Inspection number	10084838
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	27
Number of children on roll	27
Name of registered person	Christ the King Preschool Committee
Registered person unique reference number	RP911058
Date of previous inspection	22 March 2018
Telephone number	01625 668601

Christ the King Preschool registered in 2011. There are eight members of staff who work with the children. Of these, four hold childcare qualifications at level 3. The setting operates Monday to Friday during term time only. Sessions are from 8.35am to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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