

Alexandra Pre School

14 Glodwick Road, Oldham OL4 1AH



Inspection date	11 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Partnerships with parents are strong. Parents know their child's key person and receive daily updates about what their child has been doing throughout the day. Staff offer regular parents' evening and online journal systems to keep parents informed about their children's progress.
- Staff's approach to managing children's behaviour is effective. They give clear instructions and use picture cards to help children understand their emotions. Staff show delight and enthusiastically praise children for listening. They share the strategies they use with parents for consistency. As a result, children behave well.
- The manager evaluates the pre-school and fully understands its strengths and weaknesses. She receives guidance provided by a local authority representative and there is a clear focus on continual improvement.
- Staff promote children's physical development and healthy lifestyles well. For example, children benefit and enjoy their daily 'fitness fun' sessions. Children and staff talk about how their hearts beat faster after the exercise.
- Children have many opportunities to develop early writing and literacy skills in preparation for school. For example, staff encourage older children to write their names and they learn the sounds different letters represent.
- Staff engage in professional development opportunities. However, staff supervisions are not targeted effectively to raise the quality of teaching to the highest level.
- Occasionally, some staff do not always make the most of opportunities to extend children's thinking skills during play.
- Staff do not provide enough opportunities for older children to build on their understanding and skills in using everyday technology.

What the setting needs to do to improve further

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

- strengthen the programme of professional development to further raise the quality of teaching to the highest level
- provide children with more opportunities to link their thoughts and ideas during play
- help older children develop their technology skills further as part of their understanding of the world.

Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences, indoors and outdoors.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed an adult-led activity and evaluated it with the manager.
- The inspector viewed evidence of the suitability of staff working at the pre-school.
- The inspector spoke with staff and children at appropriate times during the inspection.

Inspector

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Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge and understanding of how to identify potential signs of abuse. They are confident in the procedure to follow if they have concerns about the welfare of children. Staff supervise children well and inform each other when they are moving children between different rooms. Staff carry out regular safety checks and ensure the premises are secure. The manager completes suitability checks, which helps to ensure that staff are suitable to work with children. Staff complete regular observations and accurate assessments of children's development. They effectively monitor children's progress and precisely identify their next steps in learning. The manager carefully analyses the progress of groups of children, to identify any gaps in learning as quickly as possible. The manager and staff work closely with other professionals to support children's learning and development.

Quality of teaching, learning and assessment is good

Staff plan exciting and stimulating activities to promote learning. They make a note of children's interests and consider these when planning activities. This helps children to be engaged and motivated to learn. Children learn to count and sort items into categories, both indoors and outdoors. For example, they sort buttons into different sizes and colours. This promotes children's early mathematical development well. Children learn about their community and the wider world through regular outings. For example, children have recently visited the dentist, optician, shops and local park. Staff effectively involve children when taking part in group activities. Children learn to say 'hello' in different languages during circle time.

Personal development, behaviour and welfare are good

Children move around confidently, choosing from a range of activities. They demonstrate that they feel safe and emotionally secure. Staff encourage children to be respectful to one another and to say 'please' and 'thank you'. Children develop their coordination skills well. For example, they use tongs to pick up fruit during snack time. Settling-in sessions are effective. Staff gather information from parents about children's needs to support them at pre-school. Parents say their children settle really well and form a special bond with staff. Children bring special items from home to share during carpet time. They confidently ask for help when needed and staff respond to their request. Staff celebrate children's achievements on the 'wow' board, which greatly boosts children's self-esteem and gives them a sense of belonging. Children have access to drinking water to keep them hydrated.

Outcomes for children are good

Children are familiar with the daily routine. For example, they are able to tell what happens next. They help to tidy up and this gives them a sense of responsibility. Children recognise their names and older children write their names on their pictures confidently. Children take turns and share. For example, they wait patiently to pick a musical instrument from the basket. Children make good progress from their starting points.

Setting details

Unique reference number	EY538094
Local authority	Oldham
Inspection number	10080099
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	48
Number of children on roll	39
Name of registered person	Mahmood, Rozina
Registered person unique reference number	RP538093
Date of previous inspection	Not applicable
Telephone number	07802706003

Alexandra Pre School registered in 2016. The setting employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 6 or above. The pre-school opens during term time only, from 9am to 3.30pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

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