

# Beeches Preschool

Alama Iqbal Centre, 157 Cromwell Road, PETERBOROUGH PE1 2EL



<b>Inspection date</b>	25 January 2019
Previous inspection date	24 February 2016

<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 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 is very experienced and well qualified. She leads her team with a deep commitment to provide all children with fun and stimulating learning experiences in a safe environment.
- Staff work well in partnership with parents. They regularly share information about children's progress and how parents can support children's ongoing learning at home. Parents state that their children are happy and enjoy the pre-school.
- Staff observe children as they play and accurately assess their progress. They plan a wide range of activities that reflect children's emerging interests and individual stage of development. Children make good progress.
- Children form strong bonds with staff. They listen to staff and are confident to seek reassurance should they feel upset.
- Staff are good role models for children. They give clear and consistent messages about behaviour expectations and show respect to the children and each other. Children behave well.
- Staff promote equality throughout every aspect of their practice. They provide a welcoming and safe environment where children learn about their similarities and differences.
- Members of the committee are supportive. They encourage staff to pursue professional qualifications to enhance their knowledge and skills. The manager targets training to help staff understand and support children's specific needs, especially for children with special educational needs and/or disabilities.
- Staff are enthusiastic in their work with children. However, sometimes they do not make the most of opportunities that arise to encourage children to develop their own ideas and find solutions to problems for themselves.

## What the setting needs to do to improve further

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

- broaden opportunities for children to develop their own ideas and find solutions to problems for themselves.

### 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 pre-school manager. She looked at relevant documentation and evidence of the suitability of committee members and staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff receive regular training and updates about child protection and wider safeguarding issues. They confidently fulfil their role to protect children from harm and know what to do should they have any concerns about a child's welfare. The manager implements robust recruitment procedures to help ensure the suitability of adults working with children. Staff benefit from effective induction and regular supervision meetings to help them understand their role and how they may develop their practice. The team works very well together. Staff share a strong commitment to continually improve as part of their drive to raise outcomes for children. For instance, the manager has implemented changes in how staff assess children's progress to improve accuracy. This has also enhanced analysis of the progress children make to help the manager identify any emerging gaps in provision and plan appropriately for their ongoing learning.

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

Staff know children well and plan effectively to promote their learning and reflect their emerging interests. Staff support children who speak English as an additional language well. They use a wide range of teaching methods that promote children's good progress in communication and language development. For example, they use pictures and sign language to help children develop their understanding. Children sing songs with staff throughout the day and enjoy stories as a group. This also helps them to develop good literacy skills. Staff help children to understand the sounds that letters represent. Children have good opportunities to make marks for themselves and begin to write their names. Staff work well in partnership with other professionals, especially in support of children with special educational needs and/or disabilities.

### Personal development, behaviour and welfare are good

Children and families are warmly welcomed as they arrive and children settle quickly. Staff ensure there is a good two-way flow of information with parents from the start. This helps to provide children with consistency in their care and learning. Children have daily opportunities to play outside and enjoy frequent outings to the local park and zoo. Staff encourage children's good attendance. They explain the benefits of good attendance well to parents, particularly for those children who will move on to school in September. Staff encourage children to do things for themselves. They help to wash up cups after snack and put on their coats when they go outside.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. They are active learners who enjoy a wide range of learning experiences. Children are confident and imaginative explorers. For instance, they create their own stories as they play with small-world characters. Children confidently recognise numbers and count accurately to five and backwards from five to one. They learn to share and take turns, and develop peer friendships. Children gain key skills and attitudes to support the next stage in their learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY267088
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10073243
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Beeches Preschool Committee
<b>Registered person unique reference number</b>	RP902132
<b>Date of previous inspection</b>	24 February 2016
<b>Telephone number</b>	01733 707 658

Beeches Preschool registered in 2003 and is run by a committee. The committee employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The manager holds appropriate early years qualifications at level 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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