

Inspection date	13 March 2019
Previous inspection date	18 September 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

This provision is good

- Leaders set high expectations for the quality of the setting and this vision is shared by the staff team. They plan improvements that benefit children. For example, leaders and staff have recently made positive changes outdoors. Children now access a high-quality, stimulating area that is rich in exciting learning opportunities.
- Children display good levels of self-esteem and confidence. For instance, they relish the opportunity to share successes from home, such as getting themselves dressed independently. Additionally, throughout the session, children seek out staff to showcase their artwork and writing with pride.
- Children form secure emotional attachments with staff. Staff go to great lengths to ensure that children are settled. For instance, children take home photographs of staff to share with their families. Staff also prepare children's favourite items in anticipation of their arrival. For example, they place favourite dressing up clothes on their pegs.
- Well-qualified staff demonstrate good teaching skills. This contributes to the good progress that children make. Children make particularly good progress in their early literacy development. For example, they enjoy working with staff to recognise the letter sounds in simple words, such as 'miss'. Children hold their pencils with control and make wonderful attempts to write a range of simple words.
- Leaders and staff form excellent links with the on-site primary school. For instance, they share a wealth of information with teachers prior to children moving to the reception class. Children have many opportunities to visit the school, such as to join assemblies. This helps to prepare children for their move to school.
- Children's behaviour is good. Staff act as positive role models and intervene promptly to help children to work through and resolve any minor conflicts. For example, they help children to think through solutions, such as to share small bricks between them.
- Staff have not fully developed a wide range of focused strategies that help all parents to support children's individual learning at home.
- Staff do not always fully consider the organisation of some large group sessions. Occasionally, not all children have the opportunity to express their views and thoughts.

What the setting needs to do to improve further

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

- extend the strategies in place and offer even more focused support for all parents, to build on children's learning at home and help children to make the best possible progress
- adapt the organisation of large group sessions and encourage all children to contribute their views and benefit further from the good learning that takes place.

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 observed a planned session and jointly evaluated the teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She held discussions with two committee members and the headteacher and deputy head from the on-site primary school.
- The inspector held meetings with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to parents on the day of the inspection and viewed written feedback. She took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good awareness of child protection policies and procedures. This includes what action to take in the event of a member of staff displaying inappropriate behaviour. Vigilant staff supervise children well. Leaders ensure that the environment is safe and secure and the majority of staff are trained in first aid. This helps to keep children safe. Leaders implement robust procedures for the safe recruitment of staff and staff benefit from a thorough induction. This includes ensuring that all staff are fully aware of the setting's confidentiality policy. Leaders ensure that staff receive good levels of support to help them to develop their practice. For example, they provide staff with regular supervisory sessions and feedback on their teaching. Leaders are keen to encourage staff to gain higher qualifications and staff access additional training opportunities. This helps to maintain the good-quality practice within the setting. Leaders monitor children's progress effectively. For example, they moderate staff's assessments and they use data to look for any common themes. For instance, leaders recognised that children's self-help skills were not as developed as some areas of learning. They provided a wealth of opportunities for children to develop these skills. This has been effective as children display good levels of independence.

Quality of teaching, learning and assessment is good

Staff involve parents in children's assessments and they are well informed about children's achievements. Staff use their observations and assessments to plan effectively for children's next stages in learning. Children display good levels of motivation, overall. For example, they become fully engrossed as they explore a construction area with sand, water, stones and wooden blocks. Children work together to fill a toy cement mixer and confidently introduce their own ideas. This helps to build on their physical, social and language skills further. Staff provide children with real life learning experiences. For instance, children delight as they observe chicks that they have helped to care for. They describe the process and talk with excitement about how the chicks walked for the first time. This helps to develop children's good thinking skills and awareness of nature.

Personal development, behaviour and welfare are good

Staff promote children's healthy lifestyles effectively. For example, they display posters and share stories that help to teach children about caring for their teeth. Staff expertly meet the medical care needs of children. For instance, they access specialist training to enable them to respond to any medical emergencies. Staff adapt planning to ensure that children with allergies can become involved safely, such as making and tasting pancakes.

Outcomes for children are good

Children develop the key skills required for their move to school. They enjoy working together to solve problems and demonstrate good mathematical understanding. For example, children discuss that a dinosaur mould will not fit in the sand tray. They decide which sections to remove and predict correctly that it will now fit. All children demonstrate good imaginations. For instance, they enjoy playing together on a pretend spaceship created by lining up chairs.

Setting details

Unique reference number	EY346120
Local authority	Bury
Inspection number	10071529
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	32
Number of children on roll	38
Name of registered person	Chantlers Pre-School Committee
Registered person unique reference number	RP526712
Date of previous inspection	18 September 2015
Telephone number	07934 533 006

Chantlers Pre-School registered in 2009. The pre-school employs eight members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6 and seven at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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