

Longdendale Pre-School

Mottram Community Association, Community Centre, Church Brow,
Mottram, HYDE, Cheshire SK14 6JJ



Inspection date	10 July 2019
Previous inspection date	14 July 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

- The manager is highly knowledgeable and experienced. She leads the well-qualified staff team effectively. Staff work hard to provide a good-quality service for all children and families. They provide a stimulating and interesting environment that helps to motivate children to learn.
- Staff use information from observations of children's play well to accurately assess what children know and can do. They plan challenging activities and experiences that help children to make good progress.
- Children demonstrate high levels of engagement in activities. For example, they spend long periods of time building complex models with construction materials. Children construct with a purpose in mind and add new resources, such as animals, to adapt and develop their work.
- The key-person system is well established and effective. Children form close relationships with their key person and all staff. They make strong friendships with each other and play together in harmony. They demonstrate good levels of emotional security and self-esteem in the calm, welcoming and nurturing environment.
- Partnerships with parents are good. The arrangements for sharing information are effective and help to promote good continuity and consistency for all children. Parents are well supported to help extend children's learning at home. They are highly complimentary about the pre-school and staff and are thrilled with the progress their children make.
- Staff do not consistently provide older children with opportunities to develop their awareness of letters and the sounds they represent.
- There are occasions when art and craft activities are too adult led and do not give children opportunities to express their own thoughts and ideas.

What the setting needs to do to improve further

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

- make more use of opportunities to reinforce older children's understanding of linking letters and sounds to support their early literacy awareness further
- provide even more opportunities for children to express their own thoughts and ideas to enhance their already good creative skills and imagination.

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 with the manager.
- The inspector looked at relevant documentation, such as children's records, safeguarding policies and procedures and evidence of the qualifications and suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julie Kelly

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge and understanding of how to identify and report any concerns about a child's health or welfare. Continuous professional development focuses on helping to improve learning outcomes for children. Recent training on supporting two-year-old children has helped staff to meet young children's individual needs more effectively. Self-evaluation is an ongoing process and includes the views of staff, children and parents. The manager observes staff practice and carries out regular supervision meetings to manage their performance. She tracks children's progress closely. This helps her to quickly identify any gaps in their learning and put plans in place to address these. Partnerships with external professionals and schools are very strong. Children with special educational needs and/or disabilities (SEND) are well supported to ensure that they achieve their full potential. All children benefit from high levels of consistency and continuity of care and education.

Quality of teaching, learning and assessment is good

Staff provide children with a wealth of opportunities to enhance their communication and language skills. Children confidently talk to each other and staff about their home and family and past experiences. For example, children talk about the different animals that live on the farm and in the zoo. They say, 'If tigers lived on the farm, they would eat all the other animals'. Staff use effective teaching strategies and interactions during children's self-chosen play. This enhances children's learning. Staff introduce a wide range of new words, such as 'kennel', 'petal', 'stem', 'rough', 'smooth' and 'jagged', to help to extend children's vocabulary. Children benefit greatly from weekly sessions in the forest school, where they learn about nature, the seasons and the weather.

Personal development, behaviour and welfare are good

Children thrive and are extremely happy and well settled in this good-quality pre-school. They demonstrate a kind and helpful attitude towards staff and each other. Children are meticulous when tidying up resources and make sure that all toys are put away in the correct boxes. Staff encourage children to adopt a can-do attitude and to do things for themselves whenever possible. Young children put on and take off their own aprons and coats with growing skill. Staff teach children about the similarities and differences between people and unfamiliar communities. Children know what to expect during sessions as staff set clear boundaries and follow familiar routines. Children behave well. They are proud of their achievements and are eager to share their learning with staff.

Outcomes for children are good

All children make good progress, including those with SEND. Children develop good large-muscle control and coordination. For example, they throw, catch and kick balls with great skill. Children demonstrate a good understanding of simple mathematical concepts. They use language such as 'top', 'bottom', 'under', and 'over' and compare the sizes of the towers they have made. Overall, children develop a wide range of skills that help to prepare them well for school.

Setting details

Unique reference number	312346
Local authority	Tameside
Inspection number	10067319
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	24
Number of children on roll	16
Name of registered person	Longdendale Pre-School Committee
Registered person unique reference number	RP518745
Date of previous inspection	14 July 2015
Telephone number	07594640487

Longdendale Pre-School registered in 2001. The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and one holds a qualification at level 3. The pre-school opens from 9am until midday, Monday to Friday, term time only. It provides funded early education for two-, three- and four-year-old children.

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