

# Inspection of East Didsbury Pre School

Parrs Wood Road, East Didsbury, Manchester, Lancashire M20 5QQ

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Inspection date: 13 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and well cared for at this safe and homely pre-school. Leaders give high priority to children's personal and social development. For example, staff support children to hang up their coat and put their lunch box in the designated area. Staff focus on getting to know children well and forming strong relationships with them. They spend time getting to know parents as well as their child. Staff provide a reassuring, and inclusive environment that helps children to settle quickly. Their interactions with children are nurturing and supportive. Staff help all children to achieve as much as they can. Children learn to follow instructions and the daily routine well. They know what is expected of them and their behaviour is good.

Children enjoy looking at books with staff. Staff read stories with enthusiasm. They use puppets and props which bring stories to life. Children listen and join in with excitement. This helps to foster a love of reading. Children enthusiastically play alongside staff, who extend their learning. For example, children explore as they make pretend pancakes by mixing sand and pouring water. Staff support children in their thinking. They ask questions to find out what children already know and praise children for their efforts. Children are confident to test out their ideas. These attitudes and behaviours equip them well for the next stage in their learning.

### **What does the early years setting do well and what does it need to do better?**

- Leaders prioritise the development of children's communication and language within the curriculum. Staff support children to be good communicators. They sing rhymes and link physical movements to vocabulary, such as when children jump during the 'jumping bean' song. Children delight in singing and moving. Their speaking skills are developing well.
- Assessment for all children is robust. The special educational needs coordinator (SENCo) has a secure knowledge of how best to support children, parents and staff. She uses effective strategies to identify emerging gaps in learning. The SENCo helps staff to support individual children's learning while seeking additional support from other professionals when necessary. This helps all children to receive the support they need.
- Staff promote children's physical development well. For example, during a yoga session, children demonstrate good listening skills and coordination. Staff encourage children to balance as they move their bodies into animal poses. This helps to build their strength and physical skills. Staff encourage children to follow good hygiene procedures, such as handwashing before mealtimes. Children are learning what contributes to their good health.
- Staff provide lots of good opportunities for children to learn about nature, growth and lifecycles. For instance, they enjoy digging in the soil and use their senses to explore the vegetables they find. This helps to support children to find

out about where their food comes from.

- Staff are good role models. They encourage children to share resources and use their manners. They gently remind children of safety rules. For example, when children use the indoor climbing frame, staff explain to them that only four at a time can climb. Children are learning how to help themselves stay safe.
- At the end of each day, staff share information with parents about activities their children took part in and enjoyed. However, staff do not help all parents understand how they intend to build on their children's individual learning and how parents can contribute to this at home. This hinders the continuity in children's learning and progress.
- Staff broaden children's experiences. For instance, children enjoy lots of trips into the community, including to the library and local town centre. Staff take children to visit the local laundrette and shops, where they speak with shop owners and librarians. They also take children to visit the farm on a coach. Children are learning about the wider world as well as the community in which they live.
- Leaders and the staff team work well together. Staff have regular supervision meetings. They access professional development opportunities that directly benefit children, such as training in speech and language. However, leaders do not always provide individual staff with the precise feedback needed to help them implement the curriculum intentions as consistently as possible. Occasionally, some staff do not deliver activities in a way which builds on children's existing knowledge.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- strengthen the information provided for parents, to help build on children's individual learning and involve all parents in children's continued learning at home
- build upon the systems for monitoring the quality of staff interactions with children, so that they receive more precise feedback which helps them strengthen the delivery of a well-sequenced curriculum.

## Setting details

<b>Unique reference number</b>	500073
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10317108
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Bell, Julie
<b>Registered person unique reference number</b>	RP512877
<b>Telephone number</b>	0161 445 0934
<b>Date of previous inspection</b>	2 May 2018

## Information about this early years setting

East Didsbury Pre-School registered in 1991. There are six members of staff, five of whom hold appropriate early years qualifications from level 3 to level 5. The pre-school opens from 9am to 3pm on Mondays, Tuesdays, Wednesdays and Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with leaders about the leadership and management of the setting.
- The inspector carried out a joint observation with the deputy manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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