

Tameside College Pre-School



Beaufort Road, Tameside, Ashton-under-Lyne, Lancashire, OL6 6NX

Inspection date 13 March 2015
Previous inspection date 9 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager provides strong leadership. She is supported by a team of well-qualified and dedicated staff. They share a clear vision to give every child the best possible start, through high-quality care and learning experiences.
- Children's physical well-being is given high priority. Daily access to the vibrant and exciting outdoor areas provide interesting and challenging experiences. This supports children to explore, learn about safety and take well-supervised risks in their play.
- Children's behaviour is excellent. Staff are wonderful role models who provide consistent rules and boundaries. Strategies to reinforce routines and promote positive behaviour, include, sand timers, visual prompts and reward systems.
- Children are happy and secure in this supportive and nurturing pre-school. A strong key-person system is embedded. Children develop secure attachments and positive relationships with key people and their peers.
- Staff consistently take children's lead when planning activities. They pay consideration to each child's individual interests, preferences and developmental needs. This means that children enjoy activities, while being supported to develop across all areas of learning.

It is not yet outstanding because:

- Information gathered from parents on entry, does not always provide staff with detailed information about children's current stage of learning, to enable them to plan effectively from the start.
- Staff do not yet have opportunities to observe each other's practice, to share their skills and knowledge, and raise the good quality even further.

What the setting needs to do to improve further

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

- enhance the level of information gathered from parents when children first start, to include children's current stage of learning and development, so that challenging activities to promote children's learning can be planned right from day one
- find ways for staff to share their skills and knowledge with each other, for example, by introducing peer observations, to further enhance the already good quality of teaching.

Inspection activities

- The inspector observed activities in each of the pre-school rooms and the outdoor areas.
- The inspector conducted a joint observation and held a meeting with the manager.
- The inspector spoke to staff, children and gained the views of parents spoken to during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and reviewed the pre-school's self-evaluation and action plans.

Inspector

Layla Clarke

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Teaching methods are well matched to the developmental needs of all children. Staff skilfully ensure that children are confident, articulate and have the necessary skills needed for their future learning and school. They plan a variety of stimulating and challenging learning experiences which promote children's progress and supports them to achieve their next steps in learning. Communication and language is given high priority. For example, staff are responsive to babies as they repeat key words and phrases to develop their vocabulary. Staff actively respond to toddlers, introducing new words and using hand signs to reinforce the language spoken. Older children are encouraged to answer a range of purposeful questions. Staff support them to sustain conversations using a variety of visual strategies, which include flash cards and props. Staff work in close partnership with parents and other professionals and use effective methods to promote a consistent approach to children's ongoing learning. Furthermore, the manager and staff monitor children's progress, which means that any gaps in learning are swiftly identified and addressed.

The contribution of the early years provision to the well-being of children is outstanding

Children's well-being is paramount to all staff. The manager and staff have an excellent understanding of the policy and procedure for safeguarding, and protecting children's welfare. The learning environment both indoors and outdoors are rich and vibrant and are well planned to promote children's independence. Children can choose where they want to play and have access to a range of high quality resources. The kind and caring staff gain a wealth of information from parents when children start. This ensures that they are emotionally secure and settle well. However, this information does not fully consider children's current stage of development, to ensure that children are challenged to the utmost right from day one. Staff work extremely hard to make sure that children's move into the pre-school or to other settings is as smooth as possible.

The effectiveness of the leadership and management of the early years provision is good

The manager has a thorough understanding of her role in meeting the legal requirements. She ensures that her staff use effective policies and procedures to support children's health, safety and well-being. The manager uses effective self-evaluation and considers the views of parents and staff. She uses this information to review the quality of the pre-school and sets realistic targets to drive improvement. One-to-one meetings, appraisals and regular training ensure that staff are suitably qualified to meet children's individual needs. The manager observes staff practice and offers feedback to help staff to enhance their performance. However, while the manager has identified that staff sharing their skills and knowledge between themselves would raise the good quality even further, this has not yet been implemented.

Setting details

Unique reference number	312372
Local authority	Tameside
Inspection number	871931
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	49
Number of children on roll	58
Name of provider	Tameside College Pre School
Date of previous inspection	9 March 2009
Telephone number	0161 908 6645

Tameside College Pre-School was registered in 1999. The pre-school operates from three rooms within Tameside college in the Ashton-under-Lyne area of Tameside. The pre-school is open Monday to Thursday, from 8.15am until 5.15pm, and 8.15am to 3.15pm on a Friday. There are 12 members of staff, of these, three hold a recognised early years qualification at level 5, one holds a recognised early years qualification at level 4, six hold appropriate early years qualifications at level 3, and two hold early years qualifications at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

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