

# Belgrave Pre-School Playgroup

The Community Centre 55-57 Ashes Road, Westminster Park, Chester, Cheshire, CH4 7QS



<b>Inspection date</b>	8 December 2015
Previous inspection date	9 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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

- Leadership is effective. The manager has attended training in how to deliver staff supervision. She has visited other settings to gain ideas and learn more about good practice. This has helped to raise quality and standards in the pre-school as staff are now well supported to develop their teaching skills.
- Staff make sure the room is well organised to promote all areas of children's learning. Children have space to move around, explore and make choices from the good variety of resources and activities on offer.
- Staff develop supportive relationships with the children, which helps children to settle quickly and enjoy their learning.
- Staff teach the children well. They engage children in conversations to encourage their communication skills. Children make good progress towards the early learning goals and are well prepared for their next stage in learning.

### It is not yet outstanding because:

- Staff have not fully explored ways to help all children follow guidelines for good behaviour, so they are able to manage their feelings and develop more self-control.
- Staff do not always do enough to make sure all parents are kept well informed and fully involved in their children's learning.

## What the setting needs to do to improve further

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

- strengthen measures to help all children understand guidelines for good behaviour, manage their feelings and develop self-control
- build on the arrangements for engaging with parents and sharing information, so that all parents are fully involved in their children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the provider's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Jan Linsdell

## Inspection findings

### Effectiveness of the leadership and management is good

All staff hold suitable qualifications and the manager is a qualified teacher. This contributes to driving good standards of teaching and learning. The manager has strengthened recruitment and vetting procedures since the last inspection. Consequently, robust systems are now in place to ensure staff and committee members are suitable for their role. The Early Years Foundation Stage requirements are implemented consistently. Staff make good use of self-evaluation, which helps to promote ongoing improvements that benefit the children. Effective supervision and formal observations of practice help the team to improve their teaching skills. The arrangements for safeguarding are effective. Staff have a secure understanding of their role in protecting children from harm. They know what steps to take should they have concerns about children or adults. Children's progress is monitored successfully. This helps the manager to identify and close any gaps in the educational programme.

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

Teaching is strong. Staff are well deployed to engage with the children and promote their learning. Sessions are well planned and staff provide challenging activities that interest children and motivate them to learn. Staff use effective systems to observe and assess children's development. Individual action plans help staff to check they are doing all they can to support the needs of children who speak English as an additional language. On the whole, partnerships with parents are generally good, but not all parents feel they are fully involved in their children's learning. Staff make efforts to engage with most parents and they display weekly plans, so that parents can see what activities their children are involved in.

### Personal development, behaviour and welfare are good

Staff are kind and caring and they provide children with good levels of support. This helps children to develop their confidence and form close emotional attachments. Staff are good role models and they treat children with respect. They are generally effective in managing children's behaviour. However, when more-challenging behaviour is displayed staff do not always use the best approaches to help all children learn how to manage their feelings. Children develop good self-care skills, such as washing their hands and chopping their own fruit for their snack. Staff provide daily opportunities for children to enjoy physical activities both indoors and outside. For instance, children practise their balancing skills and show good coordination when they ride the wheeled toys.

### Outcomes for children are good

Children achieve well and make good progress from their starting points. They gain the skills that help them to become ready for school. For example, they learn to play with others, follow instruction and recognise their name. They grow in confidence and develop a sense of responsibility when they help to tidy up.

## Setting details

<b>Unique reference number</b>	304974
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1032615
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Belgrave Pre-School Committee
<b>Date of previous inspection</b>	9 December 2014
<b>Telephone number</b>	01244 671243 01244676898

Belgrave Pre-school Playgroup was registered in 1973. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including one with Qualified Teacher Status. The pre-school opens each weekday during term time. Sessions run on Monday, Wednesday and Thursday, from 12am until 12pm, on Tuesday, from 9am until 3pm and on Friday, from 9am until 1pm. The pre-school supports children who speak English as an additional language and provides funded early education for two-, three- and four-year-old children.

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