

Toddlers Pre-School Learning Ltd

Besses Childrens Centre, Ribble Drive, Whitefield, Manchester, Lancashire, M45 8TD



Inspection date	27 October 2016
Previous inspection date	17 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children demonstrate close emotional attachments to their key persons. This helps them to settle well and become interested in learning.
- Staff make good use of what they know about children's learning to help decide what they need to learn next. They use information provided by parents about what children have done, or learnt, away from the setting. Parents receive regular updates about their children's progress and how they can support this.
- Staff demonstrate good, or better, teaching skills. Teaching for children's development of speaking skills is strong. Staff use assessments of learning effectively to provide accurate levels of challenge for individual children.
- The managers and staff quickly establish with parents where their children may need support from other professionals, to help where their learning is weaker. Interventions are timely and partnerships promote continuity of learning and well-being.
- Staff regularly access opportunities for professional development which contributes to improving the quality of provision.

It is not yet outstanding because:

- The support that staff receive is not yet highly effective in helping them to identify how they can individually improve their teaching skills and further enhance children's progress.
- Information about the progress of groups of children is not used in an exceptionally focused way to identify where further improvements to the quality of the provision can be made.

What the setting needs to do to improve further

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

- enhance the precision with which staff are coached to individually improve their personal effectiveness
- refine the use of systems for monitoring the learning of different groups of children and help drive further improvement in the quality of teaching.

Inspection activities

- The inspector viewed the areas of the premises used by the setting.
- The inspector observed the quality of staff practice during activities and assessed the impact this has on children's play and progress.
- The inspector completed an observation of staff practice with the manager.
- The inspector looked at relevant documentation related to the provision, for children's welfare, progress and activities, along with evidence of checks on the suitability of those working on the premises.
- The inspector and managers discussed how continuous improvement is promoted in the setting. The inspector spoke to staff and children as appropriate.
- The inspector spoke to three parents to gain their views about the nursery and looked at relevant documents.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff and managers have a secure understanding of the procedures for reporting any concerns about children's welfare. This includes reporting any concerns about those who work in the setting. Managers have a secure understanding of the importance of maintaining confidentiality to protect children. For example, they have robust procedures to seek highly detailed information from parents about the authorisation and verification of the identity of designated collectors of children. Procedures for recruitment and induction are rigorous, as are the systems to check that staff remain suitable for their roles and responsibilities. The views of parents and staff are sought to help bring about continuous improvement in the quality of provision.

Quality of teaching, learning and assessment is good

The learning environment is welcoming and stimulating, with resources easily accessible to help promote children's development of independence. Children have good opportunities to learn about people and communities not in their immediate family or experience. Staff provide a wide range of images and resources throughout the setting that helps children develop a positive awareness of different customs and traditions. For example, children enjoy making clay lamps for Diwali. This also develops their creative and manipulative skills. Staff make effective use of children's play outdoors to promote their learning about the natural world and the seasons. They use children's interests, and spontaneous events, to help devise activities that contribute to their good progress. Children enjoy trying to construct a model of a tractor when they see one go past the setting. Staff make very good use of the activity to challenge them to think and use what they know about numbers, shapes, sizes and colours.

Personal development, behaviour and welfare are good

Staff set clear boundaries to help children learn to manage their feelings and behaviour. They use an effective range of strategies, based on children's individual needs, to help motivate them to greater efforts. Babies are settled, happy and curious to explore their environment. Partnership working with the host children's centre is strong. For example, they work together to help children and parents learn good dental health routines. Children enjoy exercise outdoors and to learn to take small, well-managed risks. Staff provide good opportunities for children to contribute their help and learn the satisfaction to be gained from taking on small responsibilities. Children enjoy helping to set the table for lunch and learn good hygiene practice.

Outcomes for children are good

Children make good progress toward gaining the skills needed for school. This includes children who receive early funded education. Children benefit from interventions being sought at an early opportunity, if needed, to help them catch up with their peers. They become confident communicators who are developing independence. Children are gaining an understanding of the factors that promote their good health. They learn good manners and to respect the needs of others.

Setting details

Unique reference number	EY342046
Local authority	Bury
Inspection number	1064932
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	43
Number of children on roll	52
Name of registered person	Toddlers Pre-School Learning Ltd
Registered person unique reference number	RP904326
Date of previous inspection	17 October 2013
Telephone number	0161 766 9866

Toddlers Pre-School Learning Ltd was registered in 2006 and opens from 8am to 6pm, Monday to Friday, all year round, excluding bank holidays and one week at Christmas. The setting employs 12 staff, of whom two have early years professional status. One is qualified to level 6 and one to level 5. Eight staff are qualified to level 3 in a relevant subject. The setting provides funded early education for two- and three-year-old children.

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