

Bowdon Pre-School

Bowdon Parish Centre, Stamford Road, Bowdon, ALTRINCHAM, Cheshire, WA14 2TR



Inspection date

6 February 2017

Previous inspection date

28 June 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The excellent and robust tracking systems in place help all staff and managers to identify any gaps in children's learning. They implement highly successful strategies to enable all children to thrive and reach their full potential.
- Inspirational leadership motivates staff, with continued training given a high priority. The expert knowledge gained from training is fully utilised so that children consistently receive high-quality learning experiences and teaching.
- The pre-school is led and managed very effectively. The manager has an excellent understanding of the early years foundation stage and is very proactive in supporting staff to meet the needs of all children.
- The quality of teaching is outstanding. Staff have an excellent understanding of their role in promoting children's learning. Children and staff become entirely engrossed in play as staff show a genuine interest and passion for supporting children's enjoyment of learning. Children make exceptional progress in their learning.
- Staff value and respect parents as partners in their children's learning. They exchange extensive information about children's progress and guide parents exceptionally well in ways to support their children's learning at home.
- Parents' comments are overwhelmingly positive and partnerships with parents are a key strength. Parents speak extremely positively and describe the significant impact the pre-school has had on their children's learning and well-being. They describe it as a marvellous home-from-home environment that helps their children to thrive.
- Children have extensive opportunities to extend their physical skills in a very well-resourced outdoor area and designated area indoors. They create their own games and invent rules to their obstacle course. They show excellent balance, control and coordination when moving around the space and they manage risks independently.

What the setting needs to do to improve further

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

- continue to expertly reflect on areas for improvement in order to maintain exceptional levels of practice.

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 with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and local authority adviser. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and received emails and letters. She took account of their views.

Inspector

Emma Barrow

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have an excellent understanding of safeguarding issues and are well versed in the procedure to follow in reporting any concerns they may have about a child's welfare. Close links with the local authority ensure staff have the most current safeguarding procedures in place. Staff are well qualified, experienced and actively continue their learning in order to maintain their already outstanding teaching practice. There is a strong culture of reflective practice that brings about improvements to the pre-school and outcomes for children. Highly effective arrangements for supervision sessions and checking of staff's performance lead to outstanding practice throughout the pre-school. The manager evaluates the effectiveness of the provision in great detail. She skilfully uses the views of staff, children and parents and is considering how to enhance the outstanding provision even further.

Quality of teaching, learning and assessment is outstanding

Staff provide a highly stimulating environment, both indoors and outdoors, with ample opportunities and resources for play and exploration. Systems of observation, assessment and planning are highly effective and expertly implemented. Children engage enthusiastically with staff, who promote their communication skills exceptionally well. Children acquire exciting new vocabulary during their learning. For example, during an adult-led activity, staff introduce new words to describe the features of an igloo and model reading from a non-fiction book. Staff very skilfully involve themselves in children's play and pose challenges to help them learn. Staff superbly support and encourage children to experiment with sugar cubes and solve problems. For example, as they thoroughly enjoy making their own igloos.

Personal development, behaviour and welfare are outstanding

Staff are superb role models and give children gentle reminders of expectations. Children are eager to undertake small tasks, such as tidying away their resources and helping each other. They are very confident to give their views and opinions and respect those of their peers. Children play together cooperatively and their behaviour is exemplary. They are highly motivated, eager to join in and enthusiastic in their play. Children celebrate each other's achievements. They talk together about how to keep themselves safe. Children develop excellent self-care and independence skills and are provided with lots of choice throughout the day. Children's physical and emotional well-being are promoted extremely well.

Outcomes for children are outstanding

Children are making rapid progress in their learning and development. They are highly confident, independent children who thrive in this vibrant pre-school. They demonstrate very positive attitudes as they learn to respect each other. Children learn the skills they need for their future learning and are extremely well prepared in readiness for school. They relish the friendships with their peers and the strong bonds and attachments they have with staff.

Setting details

Unique reference number	EY455688
Local authority	Trafford
Inspection number	1066469
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	45
Name of registered person	Bowdon Pre-School Limited
Registered person unique reference number	RP532118
Date of previous inspection	28 June 2013
Telephone number	07912 205469

Bowdon Pre-School was registered in 2013. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one with early years teacher status and two qualified teachers. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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