

Early Birds Pre School Bunbury

Bunbury Aldersey C of E Primary School, School Lane, Bunbury,
TARPORLEY, Cheshire CW6 9NR



Inspection date	27 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

- The experienced and passionate manager has implemented positive changes to the environment since moving into the new premises. For example, she has created more cosy and quiet areas to encourage children's passion for reading, based on her observations of them playing and learning.
- Children are well behaved, friendly and chatty. They are beginning to develop an understanding of boundaries and behavioural expectations. Staff are positive role models who help children learn how to cooperate with each other, share and take turns.
- Parents appreciate how staff support their children to settle and feel welcomed. They say they are kept informed about their child's good progress and contribute to children's learning records.
- Staff know children well and use regular observations to assess each child's level of development. They use this knowledge to provide interesting activities and sensitively support children's progress in all areas of learning.
- The manager offers one-to-one supervision meetings for staff to reflect on their own practice. She provides staff with support and training opportunities. This is helping to further improve the good quality of teaching. However, staff are not given opportunities to reflect on each other's practice, in order to enhance their teaching and raise standards to an even higher level.
- The manager and staff identify and address areas for development. They make ongoing improvements to enrich children's learning experiences. However, a more rigorous evaluation of the impact of changes made, would lead to a greater impact on outcomes for children.

What the setting needs to do to improve further

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

- provide more opportunities for staff to reflect on each other's practice and identify further ways to enhance outcomes for children and raise standards to an outstanding level
- build on the self-evaluation of the pre-school so that the outcomes lead to actions that impact on children's learning.

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. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff attend safeguarding training and paediatric first-aid training. They have a secure understanding of their responsibilities to safeguard and protect the children in their care. Staff have a good knowledge of child protection issues and they know how to report any concerns, including allegations, appropriately. The manager completes robust recruitment and ongoing suitability checks to ensure all staff are suitable to work with children. She completes thorough risk assessments. This helps to ensure children are safe and any risks or hazards are minimised. The manager and staff use effective systems to check children's progress and identify gaps in their learning. Strong partnerships with external professionals who are also involved with children, help to support children's individual needs.

Quality of teaching, learning and assessment is good

Children's literacy and mathematical skills are well promoted. Children count with staff as they play hop scotch. They talk about shapes and swiftly point out circles and triangles around the room. Parents are encouraged to get involved. Staff ask parents to identify shapes with their children on the way to pre-school. Children listen to stories with enthusiasm and practise mark-making skills on chalk boards outside. They quickly learn to recognise their names and recognise letters and the sounds they represent. Staff provide a good balance of child-initiated and adult-led play. For example, children organise their own games of hide and seek outside. Staff extend this learning by hiding Easter eggs and providing children with baskets to collect and count them.

Personal development, behaviour and welfare are good

Staff are highly sensitive to children's individual care needs and ensure these are met throughout the day. Children are encouraged to blow their noses without help and confidently put their shoes and coats on to play outside. They know when and how to wash their hands. Good hygiene routines are evident throughout the pre-school. This supports children's physical health and well-being. Children understand the pre-school rules and follow them well. Staff praise their efforts and recognise their achievements. For instance, they recognise 'good listening and walking feet' inside pre-school. This helps to raise children's self-esteem and confidence.

Outcomes for children are good

Children make good progress and learn key skills for their next stage in learning, such as school. They are motivated learners who delight in exploring a wide variety of resources and they join in with the activities on offer. Children enjoy the company of others and build friendships. Older children support younger children's learning. For example, older children make a pretend picnic and ask the younger children to find plates, cups and spoons for the dolls to eat from. Children have fun in this learning environment.

Setting details

Unique reference number	EY542657
Local authority	Cheshire East
Inspection number	10089753
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	28
Name of registered person	Early Birds Pre School Bunbury Committee
Registered person unique reference number	RP524132
Date of previous inspection	Not applicable
Telephone number	01829261264

Early Birds Pre School registered in 2018. The pre-school is open Monday 8.45am to 3pm, Tuesday, Wednesday and Thursday 7.45am to 3pm, and Friday 8.45am to 1pm, during term time only. The pre-school employs seven members of staff. All staff hold appropriate early years qualifications at level 2 to level 6. The pre-school receives funding to provide free early education for two- three- and four-year-old children.

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