

# Just 4 Two's Pre-school @ Adswood



Abacus Childrens Centre, 120 Garners Lane, STOCKPORT, Cheshire, SK3 8QW

<b>Inspection date</b>	8 December 2016
Previous inspection date	27 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children's behaviour is exceptional. Staff give clear, positive messages regarding behavioural expectations. For example, children learn to share and take turns. Furthermore, staff share behaviour strategies with parents to promote consistency in meeting children's needs.
- The manager and staff provide individual support for children and their families. They work closely and successfully with other professionals at the centre to meet children's needs and offer seamless support.
- Parents are very complimentary in their praise of the pre-school. Staff engage parents well and this has a positive impact on the progress children make.
- The learning environment is inviting and organised well. There is a good range of stimulating activities and experiences for children to benefit from. Children are encouraged to independently choose and lead their own play.
- The manager and staff are committed to providing a high-quality provision for children. The manager seeks the views of parents and staff to identify priorities, develop action plans and make continued improvement.

### It is not yet outstanding because:

- Occasionally, some group activities go on too long to sustain all children's interest.
- On occasions, staff do not provide all children with sufficient time to think and respond to questions.

## What the setting needs to do to improve further

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

- give full consideration to the duration of group activities to promote the highest levels of stimulation and extend children's learning even further
- refine questioning skills to allow children time to think and respond to questions.

### 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 carried out joint observations with the manager and discussed these.
- The inspector held meetings with the director, manager and area manager.
- The inspector discussed self-evaluation and looked at relevant documentation, such as the policies, planning and evidence of the suitability and qualifications of staff.
- The inspector spoke with a selection of parents, children and staff and took account of their views.

### Inspector

Farzana Iqbal

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their role and responsibilities to protect children. They know the procedures to follow should they have any concerns about a child's welfare. There are robust risk assessments in place to ensure the pre-school environment is safe and secure for children. Staff are supported in their continued professional development as they complete further training and qualifications. Supervision meetings and appraisals are in place to support staff practice and foster a culture of reflection. The manager and leadership team work closely together to evaluate and develop the quality of the pre-school. The manager monitors the progress that different groups of children make. She swiftly identifies and acts on any emerging gaps in children's development.

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

Staff use regular observations to make accurate assessments of children's progress. They ensure that the planning includes all children to focus on key areas of learning. Generally, staff use a variety of teaching strategies to extend children's skills and knowledge as they play. Staff use interactive games to introduce sounds and letters to children. For example, children take turns to recognise their names at registration. Furthermore, all staff have completed training to use simple signs and symbols to help children's communication and language skills. Mathematical skills are consistently encouraged through different activities to help children learn to count. Children enjoy engaging in fun, seasonal activities. For example, they make creative Christmas decorations and thoroughly enjoy action songs with their peers.

### Personal development, behaviour and welfare are outstanding

The manager and staff have significantly enhanced the settling-in process. For example, all children and families are offered initial home visits and tailored plans. Children receive exceptional attention and sensitive care from staff. Children's safety is given the highest priority as staff maintain vigilant supervision and effective deployment. Staff promote the importance of a healthy lifestyle and good hygiene. For example, children practise brushing their teeth after a healthy snack. Children have free access to the outdoor play area. Staff expertly extend planned activity sessions outdoors. For example, weekly football play sessions with professionals help to enhance children's balance and coordination skills, as well as developing their wider learning.

### Outcomes for children are good

All children make consistently good progress. They are developing an understanding of how to respect and value others. For example, children take part in local charity events and have raised money for an international charity project. Children practise early writing and reading skills as they create Christmas cards. Children's independence skills are growing. For example, they are extremely confident in following the routines of the session, such as tidying up and getting ready for snack time. Overall, children are highly keen and motivated to learn. They gain key skills that prepare them well for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY460764
<b>Local authority</b>	Stockport
<b>Inspection number</b>	1066791
<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 - 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	The Marple Childcare Company Limited
<b>Registered person unique reference number</b>	RP902598
<b>Date of previous inspection</b>	27 September 2013
<b>Telephone number</b>	07789 027778

Just 4 Two's Pre-school @ Adswood was registered in 2013. It is one of six provisions managed by Marple Childcare Ltd. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 or 3. The manager holds an early years qualification at level 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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