

Just 4 Two's Pre-School @ Bridgehall



Bridge Hall Primary School, Siddington Avenue, STOCKPORT, Cheshire, SK3 8NR

Inspection date	25 September 2017
Previous inspection date	7 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 arrive at pre-school happy and ready to play. Practitioners are welcoming and attentive. Children demonstrate that they feel secure. Their progress and well-being are promoted effectively.
- The well-organised management team works hard to ensure that the pre-school delivers a good service for children and families. They demonstrate clear understanding of their responsibilities. For example, they make sure that the pre-school's policies and procedures are reviewed when legal requirements change.
- The manager deploys the team effectively and this helps to keep children safe. Practitioners work together well as a team. They help and support each other and this sets a good example to the children.
- Practitioners work in partnership with parents to establish accurate starting points for children's learning. Parents comment that they feel well informed about children's development. Practitioners support parents to continue children's learning at home.

It is not yet outstanding because:

- The manager's supervision of practitioners' performance does not focus sharply enough on raising the quality of teaching to a higher level.
- At times, practitioners do not use information from observations effectively enough to identify, as precisely as possible, what children need to learn next. As a result, children's learning is not always meticulously planned for.

What the setting needs to do to improve further

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

- build on the systems for assessing practitioners' performance and focus more sharply on helping them to develop an expert knowledge of teaching and learning
- make the most of what is known about individual children's achievements so that teaching focuses even more precisely on what children need to learn next and children are supported to make rapid progress in all areas of learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the general manager, administration manager and the pre-school manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the pre-school.
- The inspector spoke to parents and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

The enthusiastic, well-qualified team demonstrates their strong commitment to achieving the best outcomes for children. Arrangements for safeguarding are effective. Procedures for recruiting and vetting practitioners are robust and this helps to keep children safe. Practitioners know what to do if they are concerned that a child may be at risk of abuse or neglect. The manager establishes effective partnerships with other settings and professionals. For example, practitioners take close account of advice and training from specialist professionals when they plan the programme of activities for children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

Practitioners observe children's learning and assess their progress. They know children well and plan activities that interest them. For example, children eagerly join in with action songs. They try hard to jump and gallop, and this helps to promote their physical development and listening skills. They walk quickly and slowly, and this helps them to understand words about speed. Children learn about the world. For example, when it starts to rain, children who are playing outdoors go to fetch umbrellas to help them stay dry. Practitioners skilfully encourage children to use numbers when they play. For example, children count each step they take across the stepping stones.

Personal development, behaviour and welfare are good

Practitioners are friendly and caring role models who demonstrate a good understanding of how children learn. For example, children move freely between activities indoors and outdoors, and this encourages them to become deeply involved in learning that interests them. Well-established routines help to promote children's independence. For example, at snack time practitioners patiently teach children to use knives safely to spread butter. Practitioners help children to make healthy choices. For example, children wash their hands before snack and brush their teeth afterwards. Practitioners praise children who share toys and wait for a turn, and this helps to promote children's positive behaviour.

Outcomes for children are good

Children are eager learners who acquire the skills and knowledge that prepares them well to start school. Children whose starting points are below those of children of the same age, make good progress and close gaps in attainment close steadily. Children follow familiar routines and instructions. For example, they help to tidy the toys when they hear the tidy-up music. Children know which number comes next when they count their jumps and steps. Children listen with interest and enjoy stories. They know the words and actions to familiar songs. Children develop independence in using the toilet. They know they must wash their hands before they eat.

Setting details

Unique reference number	EY460762
Local authority	Stockport
Inspection number	1066790
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	18
Name of registered person	The Marple Childcare Company Limited
Registered person unique reference number	RP902598
Date of previous inspection	7 October 2013
Telephone number	07789 027778

Just 4 Two's Pre-School @ Bridgehall registered in 2013. The pre-school employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 7, two hold qualifications at level 6, two at level 5, one at level 4, one at level 3 and one at level 2. Three members of childcare staff hold early years professional or teacher status and one holds qualified teacher status. The pre-school opens from Monday to Friday, during school term time. Sessions are from 12.30pm until 3.30pm. The pre-school provides funded early education for two-year-old children.

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