

Swann Lane Pre-School

United Reformed Church, 65 Swann Lane, Cheadle Hulme, Cheshire SK8 7HU



Inspection date	13 September 2018
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

The provision is good

- Children play and learn in a spacious, welcoming, and safe environment. They enjoy the freedom of choosing what to play with from the good range of easily accessible and interesting resources. Children make independent choices as they play.
- Partnerships with parents are very effective. Staff actively encourage parents to share photographs and observations from home, which helps to promote consistency and continuity for all children's learning. Parents comment that they are really happy with the feedback in the daily diaries.
- Children experience regular outings in the local community,. They visit the library to look at and borrow books and enjoy trips to the supermarket to buy ingredients for baking. This contributes to promoting their awareness of the wider world.
- Staff promote children's good health through a wide range of activities. Children benefit from daily fresh air and exercise in the outdoor area and regularly take part in group games. They develop physical agility, balance and coordination.
- Staff have close working relationships with other professionals, which helps to support the development of children with identified needs. Children make good progress in relation to their skills and capabilities on entry.

It is not yet outstanding because:

- Occasionally, staff do not challenge and extend more-able children to the highest level.
- The current programme of professional development is not yet strongly focused on raising the quality of staff teaching to the highest level.

What the setting needs to do to improve further

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

- help staff to consistently challenge more-able children, to fully support them to reach the very highest levels of achievement
- extend the programme for professional development, to include opportunities that help to enhance staff practice and raise the quality of their teaching to the highest level.

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 a joint observation with the manager.
- The inspector sampled relevant documentation, including policies and procedures and evidence of the suitability and qualifications of staff working in the setting.
- The inspector held a meeting with the provider and the manager. She spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents through the written feedback provided.

Inspector
Helen Gaze

Inspection findings

Effectiveness of leadership and management is good

The well-qualified manager provides staff with good coaching and support, such as through one-to-one meetings and observations of their practice. There are good processes in place to monitor the progress made by different groups of children across all areas of learning. The manager uses the information well to identify where children may need further support. The manager and staff work well together to reflect on the quality of the setting. They invite parents and children to share their views and use these well to identify areas for improvement. There is a strong emphasis on promoting children's safety and welfare. All staff complete safeguarding training and they know what action they should take if they have concerns about the welfare of a child. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff make precise assessments of children's learning when they first start. They closely observe children as they play alongside them and identify what they need to learn next. Staff plan experiences that are matched to children's interests. Children have frequent opportunities to be creative and to express their own ideas and thoughts through art. They excitedly experiment with creating patterns and making marks as they draw with chalk on a large scale outdoors and paint pictures. Children learn to use various tools in preparation for early writing. Staff interact well with children and help them to develop an understanding of mathematical concepts as they play. For example, as children set up farmhouses using construction materials, staff encourage them to count, match and sort the animals into the various houses. Staff place a strong focus on developing children's language skills. Children are articulate and confident communicators.

Personal development, behaviour and welfare are good

Staff skilfully help all children to feel safe and secure. They organise very effective settling-in arrangements, which help children to form warm, trusting and secure relationships with staff. Children are confident, happy and well-settled. Routines are well organised and established. Children respond well to staff and listen to and follow instructions. For example, when a song is played, to signal the end of the session, children clear away their toys and sit on the carpet for circle time. Staff help all children to develop independence. Children wash their hands before eating and they help to prepare their own snack. Staff are positive role models and they teach children what is expected of them. Children show a good understanding of the rules and boundaries.

Outcomes for children are good

All children make good progress from their starting points. Children show confidence to participate in group activities, such as singing and story time. They develop good listening and attention skills and concentrate for sustained periods. Children demonstrate positive attitudes to learning. They are acquiring the important skills needed for the next stage of learning and for their eventual move on to school.

Setting details

Unique reference number	EY500616
Local authority	Stockport
Inspection number	10076746
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	20
Number of children on roll	38
Name of registered person	The Marple Childcare Company Limited
Registered person unique reference number	RP902598
Date of previous inspection	Not applicable
Telephone number	07469706237

Swann Lane Pre-School registered in 2016. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one staff member who holds qualified teacher status and two staff who hold an early years degree. The setting opens from Monday to Friday, during term time. Sessions are from 7.45am until 5.45pm.

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