

Acton Bridge Pre School Association



Acton Bridge Parish Rooms, Hill Top Road, Acton Bridge, Northwich, CW8 3QG

Inspection date	5 November 2015
Previous inspection date	15 April 2010

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

- The quality of teaching is consistently good. All practitioners demonstrate very good understanding of how children learn. They know the children well. When children join in with activities they are challenged and supported in their learning by practitioners. All children make swift progress from their starting points.
- Practitioners set out an inviting array of activities. Children are eager to join in with new and familiar experiences. They have the time and opportunity to concentrate and think.
- The manager's good leadership promotes effective teamwork. Members of the pre-school's Board of Trustees demonstrate energy and commitment. The team and the trustees work hard to ensure that the pre-school delivers a good service for local children and families.
- Practitioners are good role models. They establish and patiently teach rules and routines that promote children's positive behaviour.
- Parents describe practitioners as welcoming and kind. Parents are supported to extend their children's learning at home.

It is not yet outstanding because:

- Parents do not always know precisely enough how well children are progressing. This is because the information provided about children's achievements does not show clearly enough whether children's learning and development is typical for their age.
- The manager's regular supervision of practitioners' performance does not yet lead to specific and measurable targets that promote further improvement of their already good teaching.

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What the setting needs to do to improve further

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

- devise even better ways of reporting children's progress and achievements so that parents always have precise information about whether their children are making typical progress, are at risk of delay or are ahead for their age
- develop further the systems for assessing the quality of teaching so that practitioners work towards specific and measurable targets and teaching always improves.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector met with the pre-school manager and a representative from the Board of Trustees. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Susan King

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Inspection findings**Effectiveness of the leadership and management is good**

The manager and team are well qualified and knowledgeable. They work to provide the best possible care and education for the children. They attend training and apply what they learn to their practice. Self-evaluation is effective. A recent review of children's progress identified that they did not have enough opportunities to count. The manager and team implemented changes and now counting is skilfully incorporated into daily activities and routines. Parents know that their views about the provision are welcome. They have opportunities to comment and to ask questions. Arrangements for safeguarding are effective. Practitioners demonstrate good understanding of the action they must take if they consider that a child is at risk of abuse or neglect.

Quality of teaching, learning and assessment is good

Practitioners observe and assess children's progress. They know what children need to learn next. Practitioners skilfully weave the next steps for children's learning into varied and interesting activities. They use daily routines effectively to promote children's learning. For example, practitioners help children to discover how to stop their breadstick from rolling off the plate when they fetch their own snack. Children learn to listen, follow instructions and count when they put two pieces of fruit onto their plate. Children's communication and language are effectively promoted. Practitioners listen attentively to children and so children want to tell them things. Practitioners use their rich conversations with children to extend children's understanding and deepen their thinking. Children have fun as they learn. They concentrate hard as they walk about with beanbags balanced on their heads. Practitioners tell them that if they practise more they will get better.

Personal development, behaviour and welfare are good

Relationships in the pre-school are good and children are happy to attend. Practitioners make their expectations for children's behaviour clear. They directly teach children appropriate ways to interact with each other. This promotes children's respect for other people and they learn to be part of a group. Children learn to eat a balanced diet and to make healthy choices. They learn about their bodies and this helps them to understand how to keep fit. Practitioners teach children about keeping safe. They talk about seasonal autumn events. Children learn about safety rules for enjoying bonfires, fireworks and sparklers. Children learn the importance of good hygiene. They know that they must wash their hands before they eat. The organisation of the main playroom promotes children's choice and independence. Children move freely between activities. Practitioners encourage children to finish one activity before starting another.

Outcomes for children are good

All children, including those who receive funded education, make good progress in their learning and development. Children learn to be independent. They learn to link letters with sounds. They know that writing carries meaning. They learn important skills, such as the safe and correct use of scissors. Children are enthusiastic learners. They are ready to continue their learning when they start school.

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Setting details

Unique reference number	EY394621
Local authority	Cheshire West and Chester
Inspection number	859633
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	9
Name of provider	Acton Bridge Pre-School Association
Date of previous inspection	15 April 2010
Telephone number	07999633011

Acton Bridge Pre School Association was registered in 2009. The pre-school employs three members of childcare staff. One member of staff holds an appropriate early years qualification at level 3, one holds an early years qualification at level 2 and one holds Qualified Teacher Status. The nursery opens every Monday, Wednesday and Thursday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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