

Montague Road Pre-School



Montague Road Pre School, Montague Road, SALE, Cheshire, M33 3BU

Inspection date 6 March 2017
Previous inspection date 10 June 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The dedicated manager and her experienced team are deeply committed to providing children and their families with the best possible early years provision. Since the last inspection, rigorous self-evaluation and monitoring have been used to drive further changes and achieve an extremely high standard of provision.
- Staff have a deep understanding of their role in promoting children's learning and development. Meticulous assessment is used exceptionally well. Staff plan a wealth of activities that is precisely matched to children's stage of development and offer a superb level of challenge.
- Staff skilfully monitor children's progress to identify any gaps in their learning. They swiftly provide children with the support they need to help them continue to make excellent progress.
- Children develop close and trusting relationships with the nurturing staff. Staff welcome children and treat them with kindness and respect. Staff are always on hand to offer gentle reassurance and praise whenever needed. This strongly contributes to children's exceedingly high levels of self-esteem and confidence.
- Partnerships with parents are highly effective. Parents are exceptionally well supported to contribute information about what their child can do at home. They are extremely well informed of the progress their child makes. Staff share resources and activities with parents. These are carefully and specifically targeted to help parents in strengthening and extending their child's learning at home.
- Excellent partnerships with a wide range of other professionals help to identify children's individual needs quickly and ensure they are exceptionally well met.

What the setting needs to do to improve further

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

- continue to target professional development opportunities, in order to support staff in maintaining aspects of their already outstanding practice.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. 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

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is outstanding

The enthusiastic manager provides exceptional support for staff. She observes them as they work with children, skilfully identifying aspects of their already outstanding practice that can be observed and shared by other staff. This helps all staff to continually enhance their teaching skills at the highest level. Opportunities for coaching, mentoring and supervision help to ensure that all staff are extremely confident in their role. The arrangements for safeguarding are effective. Staff have a detailed knowledge of safeguarding policy and procedures. Staff give children's safety the highest priority. For example, a detailed review of children's arrival and departure routines has helped to ensure all children are safe and secure during these busy times. The manager and staff are proactive in carefully identifying future training needs. They are now considering which training opportunities they plan to attend in the future.

Quality of teaching, learning and assessment is outstanding

Staff act as playful partners in children's learning. They are exceptionally skilled in identifying the learning potential in the activities children choose. Staff talk with children about what they are doing as they play. They ask thought-provoking questions and pose simple problems that help children to think critically and make links in their learning. For example, children work superbly together to build a bridge under which a troll could pass. They negotiate, ask each other questions and try out each other's ideas until they agree the bridge is strong enough. Staff support children to develop their communication, physical and social skills exceptionally well. They provide an inspiring range of activities across all areas of learning, both inside and outdoors.

Personal development, behaviour and welfare are outstanding

Staff provide a warm, welcoming environment in which children thrive. Children develop exceptionally close and trusting bonds with staff. Staff are outstanding role models. They gently support children to develop their friendships. Staff manage children's behaviour with consistency and they have exceptionally high expectations of their behaviour. Staff praise children when they observe good behaviour and skilfully support them to understand when some behaviours are not appropriate. All children are extremely well behaved. Staff make excellent use of daily routines to help to promote children's independence, physical well-being and understanding of healthy lifestyles. For example, as they run outdoors, children talk to staff and each other about the changes they can feel in their bodies.

Outcomes for children are outstanding

Children are extremely confident and self-assured and enjoy trying new things. They play cooperatively, solving problems, asking questions and challenging each other. Children use their knowledge in a range of new and different situations. All children, including those who have special educational needs and/or disabilities, make excellent progress from when they start at pre-school. Children develop a very wide range of important skills that ensures they are exceptionally well prepared for their future learning and eventual move on to school.

Setting details

Unique reference number	EY457903
Local authority	Trafford
Inspection number	1066601
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	59
Number of children on roll	66
Name of registered person	Montague Road Pre-School Ltd
Registered person unique reference number	RP532279
Date of previous inspection	10 June 2013
Telephone number	0161 973 2888

Montague Road Pre-School was registered in 2012. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one holds qualified teacher status and one holds early professional status and qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 11.45am and 12.30pm until 3pm. The nursery provides funded early education for two-, three- and four-year-old children and supports those who have special educational needs and/or disabilities.

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