

Goostrey Pre-school

Inspection report for early years provision

| | |
|--------------------------------|--|
| Unique reference number | 305073 |
| Inspection date | 28/09/2008 |
| Inspector | Janice Shaw / Rachel Ruth Britten |
| Setting address | Goostrey Pre -school, Methodist Church Hall, Main Road, Goostrey, Cheshire, CW4 8PA |
| Telephone number | 07970 889562 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Goostrey Pre-School was registered in 1967. It is a non-profit making charity run by an elected voluntary parents committee. The pre-school operates from a large room in the Methodist church hall in Goostrey, Cheshire. It is registered to care for a maximum of 24 children between the ages of two to five years on the Early Years Register. There are currently 33 children on roll. Children attend for a variety of sessions. Children with learning difficulties or disabilities are supported.

The pre-school opens five mornings a week during school term times. Sessions are from 09.15 to 11.45 Monday and Wednesday and from 09.15 to 13.00 on Tuesday, Thursday and Friday.

There are eight staff in total who work with the children, over half the staff have appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Goostrey pre-school provides a happy welcoming environment where children are happy and well cared for. All children are given a broad range of stimulating opportunities that promotes their learning and development consistently. Working relationships between the setting, parents and external agencies works well to make sure that the individual needs of all children are fully promoted. The hard working and conscientious staff evaluate the provision effectively and have a clear understanding of how to make continuous improvements in relation to the children's welfare. Self evaluation has enabled them to identify key areas to make sure planned developments are beneficial to children and their learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that each individual child's next steps for development are clearly documented as part of the evaluation process
- encourage children to be more involved in the routines of the day.

The leadership and management of the early years provision

The key worker system has been recently strengthened to comply with the new framework and a second key worker is now in place for each child. This successfully contributes to the promotion of individual children's care and development. Positive working relationships with parents ensure that children's needs are effectively met. The children's 'little book' diaries informs parents about their children's care and the activities they have participated in. This also encourages parents to make similar daily comments. As a consequence, children

develop very happy and effective relationships with their key workers and other pre-school staff. Parents speak positively of the setting describing staff as nurturing and stating that they are kept well informed of their child's progress.

Documentation which is required for the safe and efficient management of the setting is very well organised, covers all issues thoroughly and is used effectively to promote all aspects of children's health and safety. For example, safeguarding procedures and security systems are understood and followed vigilantly by all staff. Similarly, rigorous vetting procedures for staff promote a high level of safety for children. Staff are dedicated and highly motivated in relation to their own professional development. Consequently the quality of interactions with children within the setting is highly effective. Self evaluation systems are in place and are valuable in highlighting where improvements to children's health and safety can be made. Risk assessments ensure the highest level of safety and security. For example, organised outings, using parents' cars now require stringent documentation checks before use. This results in high levels of health and safety being maintained for the children. The three recommendations made at the last inspection regarding children's drinks and the safety of radiators have all been successfully addressed.

The quality and standards of the early years provision

Children are provided with good opportunities to help them make very good progress across all areas of learning and development. Staff are confident in using conversational questioning to challenge children to think about what they are doing and to move them on in their development. Staff delight in children's major and minor achievements which inspires the children further. For example, they are proud of the warm praise and encouragement they receive for successfully climbing the small steps or for building with the construction sets, which motivates them to have another go.

Staff use effective teaching methods, such as open-ended questioning and problem solving, to engage the children in learning and to stimulate their interests. Additional challenge is provided for the four-year-old children with staff providing designated times within the session for separate stories and small group activities. Children show good understanding of the natural world as they explore autumn and harvest. For example, in the role play area, fresh vegetables from a local nursery are available and children play with them throughout the session. They carry a marrow, discussing its weight and the patterns on its skin, and take the outer leaves off corn exploring the seed head inside. Children celebrate Michaelmas day and make daisies on the creative table.

Physical development is well addressed throughout the pre-school; this area of learning is covered consistently indoors and out. Children climb confidently up and down the frame, carefully, but without fear, which means they learn the necessary skills to keep themselves safe. They also develop their strength and balance as they think of different ways to move their bodies to music or manoeuvre the wheeled toys. The provision of waterproof clothing to allow children to play out in the fresh

air whatever the weather is admirable and contributes considerably to promoting children's good health. Procedures to prevent cross infection are very good and children begin to learn about how to manage their own health and hygiene. Older children confidently explain how they need to wash the 'germs' off their hands before eating so that they do not become ill. Children enjoy the healthy snacks provided of breadsticks, fresh fruit and vegetables.

Children's personal, social and emotional development is very good. They are relaxed, confident and behave very well. The youngest children play very well together and learn to say 'please' or 'thank you' as toys are passed back and forth; older children share and take turns with the minimum of adult support. They support each other as they explain to their friends how to click on the buttons to start the music on the electronic game and they listen politely and attentively at group time. The children's good behaviour has a positive impact on their learning and their welfare. However, their independence is not maximised as they are not always encouraged to clear, serve and tidy up before snacks and meals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

| | |
|---|------|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | Good |
| How well does the provision promote inclusive practice? | Good |
| The capacity of the provision to maintain continuous improvement. | Good |

Leadership and management

| | |
|---|------|
| How effectively is provision in the Early Years Foundation Stage led and managed? | Good |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Good |
| How well does the setting work in partnership with parents and others? | Good |
| How well are children safeguarded? | Good |

Quality and standards

| | |
|---|------|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | Good |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | Good |
| How well are children helped to stay safe? | Good |
| How well are children helped to be healthy? | Good |
| How well are children helped to enjoy and achieve? | Good |
| How well are children helped to make a positive contribution? | Good |
| How well are children helped develop skills that will contribute to their future economic well-being? | Good |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.