

Wilmslow Methodist Pre-School

Inspection report for early years provision

Unique reference number	305443
Inspection date	01/12/2008
Inspector	Barbara Christine Wearing
Setting address	Wilmslow Methodist Church, King's Close, Water Lane, Wilmslow, Cheshire, SK9 5AR
Telephone number	01625 524587
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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

Wilmslow Methodist Pre-School has been registered as a pre-school provision since 1966 and is organised and managed by a voluntary committee made up of parents, carers and church officials. The pre-school operates from within Wilmslow Methodist Church Hall in the centre of Wilmslow in Cheshire.

Children have access to four rooms as their main play areas, including a music room, the main hall area for physical play and role play, a pre-school room and a wet room for messy and creative play. There is also access to toilets and hand washing facilities and a kitchen for the preparation of snacks and drinks.

A maximum of 48 children may attend the pre-school at any one time. The pre-school is open Monday to Friday from 09.30 to 12.00 term time only. The group also offers an optional early bird system specifically for pre-school children from 09.00 and a late bird system from 12.00 to 12.45 each weekday. There are currently 52 children aged from two years to four and a half years on roll. Children come mainly from the immediate locality, however some attend from further afield as parents and carers travel into work. The pre-school currently supports a number of children with special educational needs and those for whom English is an additional language.

The pre-school employs 12 staff. Nine of the staff, including the manager, hold early years qualifications at level 3 or above.

The pre-school is a member of the Pre-school Learning Alliance and have support from early years pedagogues from Sure Start.

Overall effectiveness of the early years provision

Wilmslow Methodist Pre-School enables children to make excellent progress towards the early learning goals, successfully achieving their aim of ensuring that children have fun and learn through play. The team of highly skilled staff work closely together, engaging with parents and other professionals to ensure that all children are valued and fully included within the setting. Parents' input in the care and education of their children is encouraged and valued. Staff are enthusiastic and forward thinking. They attend regular training and recognise the importance of evaluating the effectiveness of their provision in order to continually develop and maintain their outstanding service to children and their families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- complete the review of the setting's safeguarding children policy reflecting current wording of the Local Safeguarding Children Board (LSCB)

- continue to develop written short term plans, incorporating an evaluation of the session and reflecting more recent observations.

The leadership and management of the early years provision

The organisation of the high quality resources, the daily routine and the effective deployment of highly qualified and experienced staff ensures that children benefit from a superb range of experiences during their time at the pre-school. They are given time to thoroughly explore their chosen activities and have opportunities to extend their play and learning as they freely move resources from one area to another. Children take bricks to their 'den' under the climbing frame and take dough to make a picnic in their role play area. The pre-school is pro-active in building close links with parents and working with other professionals to ensure that they have an in-depth knowledge of children's individual needs and to provide an environment that successfully promotes inclusion. Resources and the daily routines ensure that children's interests and learning styles are catered for, thereby all children access activities that stimulate their learning in all areas.

Rigorous vetting and staff induction procedures are in place and policies and procedures are comprehensive and regularly reviewed, thereby maintaining children's safety and wellbeing. The setting's safeguarding policy is currently being reviewed following recent training and does not yet reflect all the terminology or staff's in-depth knowledge of the current Local Safeguarding Children Board guidance.

Views of children, parents, staff and other professionals are all considered in the detailed self evaluation process. This reflects the exceedingly high levels of commitment of staff to continue to offer a first class early years provision for children.

The quality and standards of the early years provision

Staff are highly skilled in their interactions with children, observing them closely and asking them questions that assess and extend their learning. They are experts in providing children optimal challenges spontaneously as children engage in self selected activities and in planning innovative adult led sessions building on children's knowledge and skills in a fun and practical way. Children are therefore highly motivated to learn and make excellent progress within all learning areas. Short term plans demonstrate the rich and varied experiences offered to the children and show how they are adapted to provide challenges for all children. As these are written half termly they do not always reflect recent observations staff have made, although staff interactions clearly do. Staff communicate closely with each other, evaluating each session at the end of the day, thereby maintaining a consistency in approach and opportunities to share and build on ideas.

Staff value and respect children, therefore, children are confident and develop a high self-esteem. They show great care and consideration for their friends and members of staff, asking other children if they would like to join in their play and a

member of staff if she 'had a nice holiday'. Staff appreciate and praise children's positive behaviour and share in the delight of their achievements. They give a high priority to ensuring that all children have the opportunity to succeed and are fully included within the pre-school activities. Children learn about their local community as they talk about where they live and go on local trips, taking photographs of what they see. They learn about diversity as they access a wealth of resources that present positive images of disability, gender, culture and race and as they learn about their own and other's customs and festivals. Staff work closely with parents and other members of the community to ensure that they fully meet the needs of children who speak English as an additional language.

Children develop excellent communication skills. They listen intently and eagerly take their turn in the extremely well planned and delivered large circle time. Staff extend children's vocabulary as they learn new words to describe objects such as 'multi-coloured'. Children develop a love of books and reading as they access the wide range consistently available to them and engage in interesting story times. Staff ensure that more able children are given appropriate challenges as their reading and writing skills develop. Opportunities to develop literacy skills are available and encouraged within various activities in order to encourage all children to explore and make progress in this area. Children develop a secure understanding of number, shape and measure through spontaneous, planned and routine activities. A wealth of high quality resources enable them to practise and consolidate these skills and staff skilfully interact to present further challenges.

Children become highly skilled in their design and building techniques as they are given opportunities to thoroughly explore and investigate their resources, for example, a child attaches a clockwork hamster to a design she has made using small construction materials. Staff and children are thrilled as the hamster propels her design along the floor. Despite not having accessibility to an outdoor area the pre-school ensures that children have many varied and imaginative opportunities to explore natural materials and wildlife. They have welcomed visitors such as the 'bug man', have examined snails and insects and observe birds at the bird feeders from the window. An excellent range of resources are available on a daily basis within a large hall for children to develop their large muscle skills and coordination. They climb, crawl, jump and balance on climbing apparatus, ride on bikes and run. Through the continuous provision of a wide range of creative art and role play resources children become engrossed in imaginative play scenarios and develop their individual creativity. Children greatly enjoy many opportunities to engage in music sessions during adult and child led activities. They sing, play instruments, listen to different types of music and dance. Children are skilled at repeating tunes and rhythms.

Staff work closely together with parents and other professionals to ensure that children's health and medical needs are well catered for. Children are provided with healthy snacks and consistently available drinking water. They learn about the importance of a healthy lifestyle through discussions with staff and planned activities. This is reinforced by posters showing healthy foods and reminding children to drink plenty of water. Children are kept safe within the pre-school and on outings as staff have a high regard for children's safety and are aware of the comprehensive and regularly reviewed risk assessments. Staff talk to children

about possible risks and allow them to develop skills to help them keep themselves safe.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.