

# East Didsbury Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	500073
<b>Inspection date</b>	18/05/2009
<b>Inspector</b>	Anne Drinkwater
<b>Setting address</b>	Parrs Wood Road, East Didsbury, Manchester, Lancashire, M20 5QQ
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<b>Type of setting</b>	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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

East Didsbury Pre-School is privately owned and registered in 1991. It operates from ground floor rooms within a Methodist church in the Didsbury area of Manchester. The children have access to a partitioned outdoor play area. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children from two years to eight years may attend the pre-school at any one time. There are currently 43 children on roll; all are within the Early Years Foundation Stage (EYFS). The pre-school opens for six sessions per week over four days during school term times. Facilities are available for the older children to have a packed lunch on the premises. Sessions run from 09:15 to 14.45, Monday and Wednesday and 09.15 to 11.45 Tuesday and Friday. In addition, a summer school operates for two weeks in the holidays. There are five staff working directly with children. All hold the necessary qualifications. The pre-school receives support from a Sure Start development worker.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Management and staff are committed to improving practice. The setting promotes most of the welfare requirements to a satisfactory standard and, as a result, children appear happy, settle well and have their needs generally met. Children are cared for in a welcoming environment, which reflects positive images that represent our diverse society. This creates an atmosphere where most children and families are included and valued. The pre-school promotes most aspects of children's welfare, ensuring that children are in the main safe and secure. Staff are in the early stages of implementing the EYFS and recognise the assessment process, partnership working and documentation are areas for development in order to bring about further improvement.

## What steps need to be taken to improve provision further?

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

- ensure that staff and children's files, records, policies and procedures are organised, accessible, kept up-to-date and that the child protection policy is updated and in line with the LSCB procedures
- ensure all children have planned opportunities for adult-led and child-initiated physical activities, delivered through indoor and outdoor play on a daily basis
- establish systems to monitor and evaluate the quality of inclusive practice to ensure the setting and the delivery of the Early Years curriculum is fully inclusive, especially in relation to parents and children with English as an additional language
- involve parents and other providers, for example, childminders delivering the EYFS in the children's ongoing observations and assessment process, and discuss their developmental starting points on entry to the setting

- ensure systems for childrens registration are effective and accurate
- continue to develop systems for linking observations and assessments to the EYFS and use to plan for the next steps in the children's learning and development
- ensure the safeguarding procedures are up-to-date and develop a clear understanding about the procedures to follow if an allegation is made against you or a member of the staff
- ensure the playrooms are maintained at a temperature which ensure the comfort of children and staff and hot water is available in the toilet hand basins.

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment for the indoor and outdoor environment and each type of outing and maintain a record of these clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 08/06/2009
- ensure that at least one person has a paediatric first aid certificate on the premises at all times when children are present (Promoting good health). 08/06/2009

## **The leadership and management of the early years provision**

Displays of children's artwork and the well-presented toys create a welcoming and inviting environment for children. However, due to restrictions from the building personnel the heating and hot water are not always available. The layout of the furniture is suitably organised so children have sufficient space for busy, messy and quiet areas. They can access the interesting resources, which ensure that they are interested and involved; in addition, links are established with a local toy library to widen children's play experiences. The wealth of information and photographs displayed on the playroom walls and notice boards work in practice to adequately promote children's health, enjoyment, achievement and ability to make a positive contribution, however some documentation is not available or requires updating. The staff's positive attitude towards professional development enhances the quality of the childcare provision. They liaise with a local authority childcare development worker and are committed to further developing the implementation of the EYFS. In addition, the positive commitment to training and a detailed self-evaluation document is in place, which identifies key strengths and areas for development and has resulted in some of the recommendations from the last inspection being addressed successfully. Key workers identify areas to support children's learning through observations, which in the main are undertaken on a regular basis. However, information regarding children's starting points on entry is not sought and links are not yet secure for children who attend other provisions.

The staff ensure parents are greeted warmly on arrival they receive newsletters about forthcoming activities and events and information on how the pre-school works, this enables an environment that, in the main allows a two-way flow of information with parents to ensure children's needs and development are effectively met and shared. A recent survey highlighted the positive partnership working of staff and health care professionals for children with specialised needs to enable them to develop to their full potential. However, management have yet to establish systems to monitor and evaluate the quality of a fully inclusive practice to ensure the setting and the delivery of the Early Years curriculum to all children is inclusive. The staff demonstrate an appropriate understanding of safeguarding issues and responsibilities in the event of identifying a child protection concern and additional training has been identified to ensure children are suitably protected. Risks to children are minimised as the premises are secure, generally maintained by the caretaker. Staff are vigilant and supervise the children well and are trained in first aid, however, the required records of risk assessments and first aid certificates are not available which is a breach of the welfare requirements.

## **The quality and standards of the early years provision**

The staff devote their time to promoting children's learning by supporting them in their play and encouraging them to have fun. The range of activities and resources provided ensure each of the areas of learning is covered for those children who wish to participate. Posters displayed around the playroom encourage number, word, shape and colour recognition. Children learn through the provision of free play opportunities and some planned activities. They show an awareness of shape as they complete puzzles and develop their creative skills as they use and explore different resources and materials as they role-play at creating different hairstyles in the hairdressing salon. They create pictures using a range of materials such as potatoes, spaghetti, pasta and paint. Children develop their fine skills as they build towers with blocks, pencils and paper extend this activity as they draw and describe the shapes they use. They begin to learn about number from a young age as they count the blocks and some children recognise three comes after two. They have many opportunities to play imaginatively as they access small world materials, creating life in the ocean with the use of shells, marine creatures and floor mats of the ocean bed. On occasion, they have access to communication technology to support their learning; they seek out activity toys and learn how to operate them by pressing the different buttons, which stimulate their senses. They select books independently and enjoy listening to stories and looking at the pictures depending on their age. Music and movement sessions provide good opportunities to promote children's physical development, however not all children participate or have regular planned opportunities for adult-led and child-initiated physical activities, delivered through indoor and outdoor play on a daily basis.

Children's health is sufficiently promoted through the daily routine, which means they develop an awareness of personal hygiene. They are provided with healthy snacks and good hygiene routines foster children's emerging understanding of how to stop germs spreading and keeps them well and healthy. They remain safe as staff encourage them to tidy toys away before getting others out, point out hazards and explain the consequences of their actions. Their suitable approaches

to behaviour management mean children learn from the clear boundaries in place and strive to gain the star of the week award. As a result, children behave well and learn to show care and concern for others.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2). 08/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2). 08/06/2009