

# Old Hall Pre-School

Inspection report for early years provision

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**Unique reference number** 315229  
**Inspection date** 02/04/2009  
**Inspector** Wendy Brooks

**Setting address** Old Hall Community Centre, Old Hall Road, Old Hall,  
Warrington, Cheshire, WA5 5QA

**Telephone number** 01925 635 903

**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

Old Hall Pre-School opened in 1985. It operates from the community room attached to the local primary school in the Old Hall area of Warrington. It is situated in close proximity to a residential area.

The pre-school is registered on the Early Years Register. There are currently 54 children from two to five years on roll. Currently all children attending receive nursery funding. Children attend for a variety of sessions. The setting supports children who have additional needs and for whom English is an additional language.

The pre-school opens four days a week during school term times. Sessions are from 09.00 until 11.30 and from 12.30 until 15.00, on Monday, Tuesday, Thursday and Friday.

There are five full time staff who work with the children, all of whom have an early years qualification. The setting receives support from the local authority and effective partnerships with other settings have been established.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare and development are promoted as staff have a clear understanding of each child's interests. Effective partnerships with parents, carers and other agencies enable the setting to meet individual needs. Children develop a good understanding of diversity and the world around them. The management team has started to identify areas for improvement within the setting.

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

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

- review the system for planning the educational programmes and activities to ensure that the next steps identified for individual children are effectively used in order to fully promote children's learning and development
- update the safeguarding policy to ensure it is in line with the Local Safeguarding Children Board (LSCB) local guidance and procedures, including up-to-date contact numbers, and ensure that all staff are fully aware of the procedure to follow should there be any concerns regarding a child's welfare
- establish systems to monitor and evaluate the quality of the provision and use these to promote improvement
- ensure that documents relating to the safe and efficient management of the setting are maintained accurately at all times

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

Clear and detailed written policies and procedures ensure that children's welfare is promoted and individual needs are met. The majority of paperwork within the pre-school is well maintained, although some information is not accurately recorded and daily check lists have not been used effectively at all times. A detailed safeguarding policy is in place and staff are aware of their responsibilities within the area of child protection. However, the written policy has not been updated with local guidance and contact information.

Effective relationships with other agencies have been established to ensure that children's individual needs are met. Children with learning difficulties or disabilities are fully included in the setting and staff work with outside professionals to ensure that appropriate support is provided to encourage children to make progress in their learning and development. Links with other local early years settings are in place to ensure that a smooth transition for children moving between settings is encouraged. Good partnerships with parents and carers are in place to ensure that staff understand children's individual preferences, likes and dislikes. This helps children to settle quickly and feel comfortable and relaxed during their time at the pre-school. Parents are kept up-to-date of events and activities and are able to take copies of the weekly plans, newsletters and other information home with them. Parents are welcomed into the setting each day when collecting their children and are invited to stay for some sessions to develop their understanding of what activities are provided. Children attend who have English as an additional language and the setting is able to translate all policies and procedures as required.

The recommendations set at the last inspection have been met which has a positive impact on the care provided. The management team is aware of the benefits of evaluating the strengths and areas for improvement within the setting. However, to date no record of self evaluation has been put in place which means there is no method of recording areas for development or evaluating the steps taken to improve the provision.

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

Children are cared for in one main room which has been arranged to allow children free access to a wide selection of activities and resources. Staff also plan a variety of adult guided activities in order to help children's development across the areas of learning. For example, during a game of Easter bingo children match the Easter themed pictures and count the number of compare bears they have collected. Children are invited to make cards in the art and craft area and explore their imaginative play in the small world area while playing with the animals, farm sets or a wide selection of vehicles on the floor mat. During their time at the pre-school children can also choose to sit in the attractive book area, spend time outdoors and access the role play area.

Children have daily access to the enclosed outdoor area. This allows opportunities

for physical development as they ride on wheeled toys, jump on the mini trampette and dig in the sand. Children are also given opportunities to develop their gross motor skills further when they have access to the large school playground. Children enjoy running games and action songs and practise climbing on the large apparatus under adult supervision. This, in addition to a weekly gym session in the school hall, means that children's physical development is well promoted.

Children enjoy mark making with a variety of materials including paints, marker pens, pencils and chalks. During a free choice activity children talk about the pictures they are drawing on the chalkboards. Children describe the colours they use as they draw happy and sad faces. Their understanding of the world around them is developed alongside their communication, language and literacy skills. Children are encouraged to count objects, recognise numerals and describe shapes within their everyday activities. They are beginning to recognise and form letters in their own names and familiar words. This means that children's economic well-being is promoted effectively through everyday play and routines.

Key workers carry out observations of the children during their play. These are used to assess children's progress across the six areas of learning and staff identify next steps in children's learning. Although these next steps may be used informally by key workers in some activities, they are not fully incorporated into the planning of activities provided until the following term which means they may no longer be relevant to children's individual learning needs.

Children's health and safety are given high priority within the setting. Detailed risk assessments are in place and regular fire drill evacuations are carried out in conjunction with the school. The premises are kept secure at all times and parental and visitor access to the setting is monitored. Children develop a good understanding of keeping themselves healthy as they talk about washing away germs when washing their hands before snack time. Staff provide good role models as they take part in routines such as wiping tables with antibacterial spray, washing hands and asking children to help tidy away equipment at key times. Children are offered healthy snacks such as carrot and cucumber sticks and hot cross buns, milk and water. Children's dietary needs are known and well catered for.

Children develop a good understanding of diversity and the world around them as various cultural and religious festivals and events are celebrated within the setting. Parents are included in special events. For example, to celebrate Easter, parents were asked to help children to create an Easter basket to bring into the setting to display for everyone to see. Children's individual needs and family backgrounds are provided for and celebrated within the setting, helping children to value their own and other's uniqueness.

## 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>	2
How well does the provision promote inclusive practice?	2
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>	2
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?	2
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>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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**

Since the last inspection there have been no complaints made to Ofsted.

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.