

# NAPSAC

Inspection report for early years provision

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**Unique reference number** EY379043  
**Inspection date** 06/02/2009  
**Inspector** Rachel Ruth Britten

**Setting address** Nether Alderley Primary School, Bradford Lane, Nether Alderley, Macclesfield, Cheshire, SK10 4TR

**Telephone number** 01625 583282

**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).

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

NAPSAC (Nether Alderley Pre-School and Afternoon Club) was re-registered in 2008. The setting is now run as a limited company by a board of directors and operates from Nether Alderley County Primary School near Macclesfield, Cheshire. Children are cared for within a designated room located adjacent to the school hall. There is a secure area available for outdoor play. The Pre-School provides care for 16 children aged from two to five years and is open from 09:15 to 11.45 with an optional lunch session from 11.45 to 12.45 on five days a week during term time. The Afternoon Club provides care for 24 children aged from four to eight years and is open from 15:20 to 17:15 on five days a week during term time. Children attend from the local community and surrounding areas.

There are currently 25 children on the pre-school roll aged from two to four years. All of these, are within the Early Years Foundation Stage (EYFS). The pre-school receives funding for early years education. The afternoon club setting also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the childcare register. The setting is able to support children with learning difficulties and disabilities and is currently supporting children who speak English as an additional language.

The setting employs six members of staff including the two managers. In the pre-school, the manager is qualified and one member of staff is working towards an appropriate level two qualification. The third member of staff is shortly commencing training. In the afternoon club the manager is qualified, but the assistants are not. NAPSAC are members of the Pre-School Learning Alliance and are supported by Sure Start Cheshire.

## Overall effectiveness of the early years provision

The pre-school and afternoon club provide good quality care and education. They very effectively promote each child's welfare and learning by successfully using good resources and recognising the uniqueness of each child. No group or individual is disadvantaged and each one makes good progress, nurtured by caring key workers who develop open, supportive relationships with parents and others involved in their care and learning. Opportunities to make choices, develop ideas and take managed risks are particularly good, so that children's enjoyment and achievement is maximised. The enthusiasm and openness of staff, the commitment to one, well managed organisation by the committee and the continuous reviewing and updating of the play environment, assure ongoing improvements which clearly benefit the outcomes for children.

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

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

- further develop key worker relationships and keep individual observations

and plans for next steps up to date, so that adults can work together to provide for each child to take the next steps in their development

- establish children's starting points upon entry to pre-school and promptly begin to make individual plans and developmental records for each child so that their progress towards the early learning goals is maximised
- adapt risk assessments so that they identify areas that need to be checked on a regular basis and document actions taken to rectify matters arising.

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

- ensure that written parent permission is obtained for each and every medication and keep written records of all medicines administered (safeguarding and promoting children's welfare) 06/03/2009
- ensure that half of all staff other than the manager hold a relevant qualification in child care and early years (suitable people). 06/03/2009

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

The provision operates successfully and is very well organised. There is strong and effective team-working between the committee and the small pre-school and afternoon club staff groups. For example, they are focussing on updating their policy document and prospectus so that it reflects the operation of the EYFS for both pre-school and afternoon club attendees. Similarly, they successfully organise and operate the limited space in the base room so that resources are easily accessible, understandable and safe for both age ranges to exercise their play choices. Staff and the committee also implement good plans to continuously improve the play environment, taking into account children's choices. For example, they are extending links with the reception class, jointly developing the outside areas to include gardening, composting and obstacle course equipment, much of which has been provided by parents.

The setting is clean, orderly and safe. Children feel secure there because adults execute their responsibilities efficiently and thoroughly, using rotas, checklists and records to good effect. For example, systems for dealing with fire evacuation, accidents, behaviour incidents, individual concerns, dietary and health requirements all robustly safeguard children. However, medication consents and administration records have been overlooked on occasion in both the pre-school and afternoon club. Despite this, verbal liaisons with the parent on every occasion ensure that children's individual needs continue to be met in accordance with their wishes.

The committee and staff effectively and regularly monitor their provision and also clearly identify targets for improvement through regular meetings, individual appraisals and the use of risk assessments. For example, the afternoon club utilises specific risk assessments for the safe operation of the active games console

within the limited space and for den making in the wooded grounds of the school. However, the general risk assessments do not identify areas that need to be checked on a regular basis or document what action has been taken to rectify risks arising. Managers are suitably qualified and one is undertaking the Foundation degree. All staff regularly attend relevant training to keep them up to date with implementing the EYFS and safeguarding requirements. The small staff group has recently changed, resulting in insufficient qualified staff in both pre-school and afternoon club, but training is underway to rectify this and the skills and commitment of all staff continue to ensure that children's individual needs are met well.

Parents are welcomed and involved and there are effective links with the school reception teacher. Joint activities and a shared developmental record system help to achieve a comfortable transition into school for pre-school children, while complementary activities and sensitive interactions are provided for children attending afternoon club. Parents are encouraged to come into the setting, to be helpers on occasion and to join the committee. They are well informed about what their child is doing, may view progress records easily and at any time, and are encouraged to continue their child's learning at home. All parties communicate and work well together where children have specific plans in place to support specific learning or behaviour needs.

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

Children are well safeguarded and their welfare and development are very effectively promoted. This is because staff are skilled and highly competent in developing children's independence and competence. Afternoon club attendees sit as a group and plan their play sessions, noting down what they would like to do and negotiating with staff for the materials they need. Pre-school children are advised, shown and encouraged, choosing play materials from the cupboards or using the comprehensive pictorial choices book to select larger items that they cannot see. They can all wash their hands, dress for the cold outdoors, clear up, wipe their noses and dispose of the tissues. They are learning about and experiencing healthy lifestyles as they eat healthy snacks and exercise outdoors and inside. Children eat sociably together and play well together, delightedly getting on with their lunch boxes in pre-school or constructing dens with old sheets in the afternoon club.

Children have a great sense of belonging in the setting and their enjoyment and participation are well developed. For example, pre-school children find their name cards on arrival, peg them onto a washing line, then match the number underneath to the number of the peg they find. Resources like these promote their independence, number and letter recognition and digital dexterity too. All staff create an atmosphere where children can make a positive contribution and develop skills for their future well-being. This is achieved through positive behaviour management techniques, such as points and rewards in afternoon club for helpfulness and kindness to others. In pre-school, persona dolls and simple actions and phrases, such as 'polish our ears ready for listening' are successfully used to help children to learn the social skills of turn taking, joining in, listening

and kindness to others. The result is enthusiastic, participating children, who listen well to a sounds tape game and are delighted at the warm praise they get as they identify the sounds.

Children make good progress in relation to their capabilities and interests because the play environment and staff successfully enable them to be active, creative learners who choose activities and solve problems. Children go back to their name cards to copy the letters to write their name on their paintings and confidently choose to look after the baby doll who is sick, keeping her warm with blankets and giving her medicine. They choose mark making, gluing and cutting activities with the stationery and make a post box for their letters. They work out that the chalks show up better on black paper than the wax crayons and they experiment with the slippery snow and ice in the garden as they sweep the stepping stones. Their activities provide good opportunities to develop across all the areas of learning.

Staff understand how the six areas of learning link with the five outcomes for children's welfare. They ably extend children's learning through suitable questions, challenges and ideas. They lead some large group and small group activities which complement the child-initiated activities. As a result, children make good progress in communication, language, literacy, problem solving, numeracy and knowledge and understanding of the world. Staff provide support and resources tailored to meet each child's individual needs, for example, left and right handed scissors, thin and thick brushes and simple written words in their home language. In the afternoon club, good awareness of children's behaviour and social needs helps to ensure that they can relax and play calmly and constructively after school. Information from observations and assessments of each child are documented and used by all staff to ensure that inputs to individual children focus upon helping each one to take the appropriate next steps in their learning. However, key worker relationships are only adequately developed and initial assessments to ascertain starting points and changes to ways of recording progress are being implemented slowly. These small weaknesses reduce the usefulness of records for individual planning and information to parents without adversely affecting children's learning and development.

## 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.	2

### 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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### 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 B: the Childcare Register**

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

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



## **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 registration.

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.