

# Ivy-Bank Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	305122
<b>Inspection date</b>	27/01/2009
<b>Inspector</b>	Terence Bond

<b>Setting address</b>	Ivy Bank Primary School, Valley Road, Macclesfield, Cheshire, SK11 8PB
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<b>Telephone number</b>	01625 613714
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<b>Email</b>	
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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**

Ivy Bank Pre-School, registered in 1993, is a 24 place sessional care resource, which runs for ten sessions per week, and currently has a total of 63 children on roll, including 40 funded three year olds and 18 funded four year olds. Four of the children have learning difficulties and/or disabilities. Two of these currently receive support. There are no children for whom English is an additional language. The pre-school is run by a committee and employed a new supervisor and two new deputies in 2002. Seven staff have a level three early years qualification and the supervisor is working towards a higher early years qualification. The pre-school takes place in a mobile building in the grounds of the local primary school, and has two large activity rooms available plus suitable outdoor play space, toilets, kitchen and office area. There is a large foyer entrance where parents can wait, and this provides additional activity space if needed. Children attending range in age from two years nine months to school age. The setting is registered on the Early Years register and on both the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall, the quality of provision is outstanding. Ivy Bank Pre-School provides an inclusive, secure, and welcoming environment where all children are happy and well cared for. There are notable strengths in the excellent relationships between children and adults within the setting and strong and improving partnerships with parents, the school and external agencies. Children are provided with a wealth of innovative play and learning opportunities, which enable them to make exceptionally good progress in their learning and development. Staff work well together as an effective team to support all the children. A strong emphasis on reflective self-evaluation ensures that the setting has excellent capacity for continuous improvement especially in response ensuring the transfer of their recorded achievements to the next setting.

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

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

- build upon the existing good practice relating to the transfer of information to the Reception class.

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

The enthusiasm and commitment of the supervisor ensures that the Pre-School is very well organised and managed. There is a clear commitment to on-going professional development, which has resulted in several of the staff recently achieving additional Early Years qualifications. The team is clear about their individual roles and work effectively together to meet the needs of all the children.

Consequently, children flourish in this extremely well organised environment, where staff ensure that activities are accessible to all the children. Rigorous self-evaluation is a strength of the leadership and management in its' drive for continuous improvement. This is reflected in the highly detailed written self-evaluation document, which sets out a clear vision for the further development and improvement of the pre-school environment and the outcomes for the children. Consequently, the recommendations from the last inspection have been well met and there is an on-going plan for further improvements, including an outdoor covered area and ramped access. Clear systems are in place for the vetting of staff, which ensures children's on-going safety. Children benefit greatly from the good quality care provided. Safeguarding procedures are implemented effectively because staff have a secure knowledge of the relevant practices and take prompt and effective action if they have any concerns. Staff carry out daily checks to ensure that the premises, equipment, and furniture are safe and secure, both indoors and outdoors. The positive and developing links with parents and other agencies provide support for the children and promotes continuity and progression in their learning.

A strong emphasis is placed on developing parental involvement and this is reflected in the arrangements aimed at involving them in all aspects of their children's development. For example, there are advice sessions about the Early Years Foundation Stage, which encourage parents to help with their children's learning. Recent developments have also included informal parent and staff events and more formal arrangements where parents can meet with key workers in order to discuss their child's development and progress. Parents welcome the 'open door' policy and are complimentary about the operation of the pre-school; expressing a high regard for the supervisor and the staff, as well as the inclusive, welcoming and secure environment provided.

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

Children make exceptionally good progress in their learning and development and their confidence and independence is developing well across all areas of learning. Staff have clearly planned the environment with the children in mind. As a result, children confidently self-select play activities that appeal to them, such as sand and water play, mark making and construction sets. Regular observations of these and other activities made by staff, enable them to assess areas of progress and development and then clearly identify the next steps in the children's learning. These are then recorded in the children's individual development files. As a result, staff have a thorough understanding of how the children learn and develop and so are able to challenge and support them very effectively. Staff are proactive in enabling children to learn about the benefits of fresh air and exercise and make good use of the outside play area. Children enjoy their activities greatly. For example, they thoroughly enjoy mark making, using chalks on the floor, walls and wooden boards provided. The children's knowledge and understanding of the world is developed through the celebration of festivals, such as the Chinese New Year.

Children's welfare is promoted effectively with staff planning safety procedures as

required. Equipment and furniture is of good quality and the premises are safe, well maintained, and clean and tidy. Consequently children feel very safe, secure and well cared for. The staff maintain close contact with the Reception class and this helps to prepare the children for their future education. However, there is an opportunity to develop this further by providing more detailed information upon transfer from the setting. All staff encourage appropriate behaviour by praising the children and guiding them so that they develop a sense of right and wrong. As a result, they are well behaved and play together harmoniously. Children are developing an extremely good understanding of how to play and use their resources safely. They know the rules and routines of the setting very well and understand that they are there for their safety and security.

The children have a good understanding of how to lead a healthy lifestyle, for example, having daily access to physical exercise and eating healthy snacks. The children enjoy the social occasions at these times as they sit together, supported by staff who encourage the development of their social skills. The children are also developing their skills in self-care very well as they remember to wash their hands after using the toilet or before they eat their snacks. The staff operate a flexibly planned timetable so that there is a good balance between child initiated and adult led activities aimed at promoting children's learning and development. Staff make excellent use of the daily routines to develop children's learning in different areas. For example, children count how many pieces of fruit they choose at snack time. Children benefit from the well-organised and extensive range of safe, suitable and age-appropriate resources available throughout the setting. These are well arranged at low level; clearly labelled and easily accessible to all the children. Children's opportunities to mark make are also well resourced, both at writing stations and within role-play situations.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<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?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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 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.