

Elm Road Pre-School

Inspection report for early years provision

Unique reference number	307137
Inspection date	13/05/2009
Inspector	Anne Drinkwater

Setting address	Elm Road, Gatley,, Stockport, Cheshire, SK8 4LY
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Type of setting	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 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

Elm Road Pre-School is managed by a committee and was registered in 1993. It operates from rooms within a church hall in the Gatley area of Stockport. The children have access to a large secure 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. The pre-school is registered to care for a maximum of 24 children from two to eight years old at any one time. Currently there are 29 children on roll, all are within the Early Years Foundation Stage (EYFS). It operates on weekdays from 09.00 to 12.00 in school term time only. There are five staff working directly with children. The joint managers and staff all hold appropriate qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The pre-school has a good understanding of children's individual needs and effectively promotes their welfare and learning. The children are cared for in a safe and secure environment which is welcoming and inclusive for the children and their families. There are good working relationships with parents and they are kept well informed of their children's daily routines, care and learning. Effective systems are in place regarding self-evaluation.

What steps need to be taken to improve provision further?

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

- 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
- develop information exchanged with parents to include children's developmental starting points on entry to the provision and establish links with other settings providing the EYFS that children attend

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

- conduct risk assessments for all the areas used 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)

27/05/2009

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, where space is creatively used to provide busy, messy and quiet areas to play. The pre-school's policies and procedures and the wealth of information displayed on the playroom walls work well in practice to positively promote children's health, enjoyment, achievement and ability to make a positive contribution. Risks to children are minimised as the premises are secure. However, written risk assessments for the indoor area, outdoor area and outings are not in place, which is a breach in the welfare requirements.

The staff's positive attitude towards professional development enhances the quality of the childcare provision. A detailed written self-evaluation document is in place which identifies key strengths and areas for development, which has resulted in most of the recommendations from the last inspection being addressed successfully. Key workers identify areas to support children's learning through carrying out observations, which in the main are undertaken on a regular basis. However, systems for planning are not always linked to learning outcomes for children and insufficient emphasis is placed on assessing children's learning to track their progress towards the early learning goals.

The staff share good working relationships with parents, who are greeted warmly on arrival. This enables an environment which allows a good two-way flow of information with parents to ensure children's needs and development are effectively met and shared. 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 quality and standards of the early years provision

The setting provides a very warm and welcoming environment for children. The displays of colourful posters, children's artwork and photographs contribute to their sense of belonging. The daily routine provides opportunities for them to be active as well as rest, therefore contributing to their overall well-being. The wide range of play materials is readily accessible and rotated to vary their interests, which contributes to the suitable learning environment and encourages them to become active learners. The staff devote their time to promoting children's learning by supporting them in their play and encouraging them to have fun.

Children have opportunities to develop their creative skills as they explore different materials. They create pictures using a range of materials and paint; younger children develop their fine skills as they build towers with small blocks. 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 care for the dolls, play shop and access small world materials. Children explore their environment; they seek out activity toys and learn how to operate them by pressing the different buttons, which stimulate their senses. Mark making opportunities are extended throughout the environment and

the outdoor play areas. They select books independently and enjoy listening to stories and looking at the pictures depending on their age. Their literacy skills are further extended with the use of book bags which parents are encouraged to take home. The local places they visit, such as the museum and parks, and the particularly well resourced and imaginative outdoor area promote their understanding of the environment and local community.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
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

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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). 27/05/2009

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). 27/05/2009