

Alderley Edge Pre-School

Inspection report for early years provision

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| Unique reference number | 304948 |
| Inspection date | 10/06/2009 |
| Inspector | Anthony Anderson |
| Setting address | Church Lane, Alderley Edge, Cheshire, SK9 7UZ |
| Telephone number | 01625 599300 |
| 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 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

Alderley Edge Pre-School playgroup opened in 1976 and was registered in 1991. The setting is committee run and operates from a classroom in Alderley Edge County Primary School, in Alderley Edge, Cheshire. There is a secure area available for outdoor play. The setting is registered by Ofsted on the Early Years Register. A maximum of 20 children aged two to under five years may attend the setting at any one time. The setting is open five days a week from 08.45 to 15.15, during term-time. Children attend from the local community and surrounding areas. There are currently 30 children on roll aged from two to four years. The setting offers support to children with learning difficulties and/or disabilities and to children who speak English as an additional language. The setting employs seven members of staff, of whom three are permanent. Of these, one is qualified to level 3 in early years and one is qualified to level 2. The setting receives support from the local authority early years advisory team and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The setting's environment is large, warm and inclusive and children say that they are happy. Welfare and care systems, including the regular vetting of staff, are mostly of a consistent and high quality, although staff do not record the daily risk assessments. Although staff have undertaken recent training, systems and procedures linked to regular self-evaluation of the provision and to the implementation of the Early Years Foundation Stage framework are at an early stage of development. Strong partnerships with parents, the main school's reception class and other agencies are clear and support children's individual development. The setting demonstrates a satisfactory capacity for further improvement.

What steps need to be taken to improve provision further?

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

- complete the implementation of the Early Years Foundation Stage framework and maintain up-to-date records of children's progress and development
- ensure that daily risk assessments of the setting are recorded
- create and develop a robust system of self-evaluation and ensure that it leads to continuous improvement.

The leadership and management of the early years provision

The well qualified, but temporary, leader is supported by dedicated staff and an active committee who are currently in the process of appointing a new senior management team. Although a key worker system is in place and the staff make notes of observations of what children know and can do, some children's progress

and development records are incomplete. As a result, managers are unable to consistently use these records for day-to-day planning or to ensure all children's next learning steps are clear. The setting's existing self-evaluation systems are informal and the leadership is not sufficiently aware of the provision's strengths and areas for improvement. This impacts on children's development and progress which, at present, are satisfactory.

The setting's record keeping and day-to-day organisation of care and welfare are good overall. Staff are aware of their roles and responsibilities in safeguarding children and vetting procedures to ensure suitability of staff are fully in place. Staff seek parental permission before the administration of medicine and invite parents to sign relevant entries on individual children's accident forms. However, daily risk assessments in the setting are not recorded. Satisfactory improvement has been made since the last inspection and children have access to an improved range of activities both inside and outside. Links with the main school's reception class are good and help to support the inclusive nature of the provision. The setting works closely with external agencies and parents, valuing the vital role parents play in their child's progress and development. Parents say that their children enjoy visiting this friendly and inclusive setting and that they are kept well informed about their child's progress.

The quality and standards of the early years provision

Young children clearly enjoy their time in this safe and secure setting where staff provide suitably challenging and enjoyable learning and play experiences. The implementation of the Early Years Foundation Stage framework is partially in place but provision lacks consistency and balance, as individual progress records are at various stages of completion. Staff encourage children to make choices from a range of resources and activities, but planning is largely informal and not yet consistently structured towards the six areas of early years learning. There is good use of the available space. Children have many opportunities to communicate with each other and with staff who encourage and support this by actively listening and taking an interest in what children say and do.

Children enjoy a mid-morning snack and demonstrate positive attitudes and behaviour as they develop their social skills. They are not put off by rain and demonstrate sheer enjoyment as they pull on waterproof clothes and ride bicycles, toy cars and scooters around the safe and secure outdoor area. Attentive and enthusiastic staff support children well and ensure effective use of the external learning environment to support children's physical development and to promote healthy lifestyles. Children happily engage in topical themes such as 'holidays' which support their knowledge and understanding of the world. Children's paintings create colourful displays around the setting. Staff attach any observations of children's learning that they make during the session to children's individual photographs. They use these later to update children's progress records which are in varying stages of completion.

Discussions, photographs and occasional visitors to the setting enhance children's knowledge of their local community. Staff encourage children to wash their hands

after visiting the toilet and before eating a range of healthy food. Adults encourage every child to play their part in the setting's happy and inclusive environment and this makes a satisfactory contribution to their future learning and well-being.

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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 3 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 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? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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