

# Oughtrington Pre-School

Inspection report for early years provision

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**Unique reference number** 315230  
**Inspection date** 06/07/2009  
**Inspector** Sheila Iwaskow

**Setting address** Oughtrington Community Centre, Oughtrington Crescent,  
Lymm, Cheshire, WA13 9JD  
**Telephone number** 07808 111 278 or 01925 754 307  
**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).

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

Oughtrington Pre-School is run by a committee and registered in 1974. It operates from two play rooms within the Oughtrington Community Centre on the edge of Lymm Village. Children also have occasional use of a large hall for physical play. There is a fully enclosed outdoor play area available to the children. The pre-school serves children who live in the local area.

The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. There are currently 60 children on roll of whom all are on the Early Years Register. The setting is also registered on the Compulsory and Voluntary parts of the Childcare Register. Children attend for a variety of sessions. The group supports children who have learning difficulties and disabilities and those who have English as additional language.

The pre-school is open five days a week term time only, and the sessions are from 09.15 to 11.45 and 12.30 to 15.00, though the afternoon sessions may not operate every day.

There are five staff who work directly with children and all hold an appropriate Early Years Qualification. The pre-school receives support from Sure Start in Warrington.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff are well qualified, kind and attentive to the children. The manager has a secure awareness of all aspects of the Early Years Foundation Stage (EYFS) and children make good progress in their learning. Inclusion is well promoted and activities provided are exciting and capture and sustain the interest of the children. Children's welfare needs are well met and the partnership that the nursery has established with parents is good. The setting demonstrates a strong capacity to continuous improvement and is aware of where key areas for further development lie.

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

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

- ensure that the fire door does not pose a risk to children's safety
- ensure that clear procedures are in place for all children to track their progress towards the early learning goals.

## The leadership and management of the early years provision

The leadership and management of the pre-school is strong. The manager has a clear vision and strong commitment towards continual improvement and staff are

supported to attend ongoing training. Clear procedures are in place for monitoring and evaluating the provision, taking into consideration the views of staff, parents and other professionals. All recommendations raised at the last inspection have been successfully met. For example, the setting now works with parents to identify children's starting points and children's profiles are shared with parents.

Secure procedures are in place for the recruitment, selection and induction of staff. An effective key worker system is in place and a named deputy is available to take charge in the absence of the manager. Staff work well as a team and contingency arrangements are in place in the event of staff shortages. Detailed risk assessments have been compiled and daily checks are routinely undertaken on all areas of the provision. The manager has correctly identified that a fire door, which can easily be opened by the children poses a risk to their safety. As a result, children's overall access to this area of the provision is at times restricted. Staff questioned at inspection have a clear understanding of the indicators of abuse and procedures to be followed should they have a concern about a child's welfare. Documentation is well maintained and stored to respect confidentiality.

Parents speak very highly of the pre-school and many take an active part in the day to day running of the provision. New children are settled in gradually and good links have been established with a local primary school to ensure the smooth transition as children leave the pre-school to take the next steps in their education. A wealth of information is displayed on notice boards, together with photographs of the staff, details of the components of the EYFS and the activities provided. Parents are also given copies of all policies and procedures, helping them understand how the service works in practice. Parents meet with key workers to discuss their children's progress and staff actively encourage parental involvement in their children's learning.

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

Children are at the heart of everything that happens within the stimulating and enabling environment of the pre-school. Examples of children's work, together with educational posters, numbers and letters are displayed, enhancing the attractiveness of the learning environment and giving children a strong sense of belonging within the setting. Children move around their immediate environment with confidence and have the added luxury of freedom of movement between the indoor and outdoor play environment. Children thoroughly enjoy the time they spend outside, developing many aspects of their learning as they engage in imaginative role play, write numbers, feel the texture of wet sand and ride on a range of wheeled toys. Indoors, children freely access a good range of resources, which are organised into clearly defined areas of continuous provision to promote independent learning. Planning takes into consideration children's interests and the differing needs of boys and girls. Routines include a balance of adult directed and child led activities. Systematic observations are carried out to monitor children's progress. However, clear procedures are not in place for all children to track their progress towards the early learning goals.

Children are happy, confident and clearly share warm relationships with staff. They

are secure with the routines of the pre-school and follow simple instructions competently. Self helps skills are developing well. Children are encouraged to serve their own snack, pour their own drinks and tidy toys away. Strong emphasis is put in developing children language skills. Conversations flow freely throughout the session and children confidently discuss their feelings and talk to each other and staff about many aspects of their life. Self-registering at the beginning of the day helps children recognise their name and identifying letters and sounds is incorporated into the daily routine. Children enjoy reading on their own for pleasure and, as a group, become captivated as they listen to a story tape of Rapunzel. Children enjoy singing number rhymes and older children can competently count to 15 and beyond. Completing jigsaws and working out the best way of cutting sellotape helps children develop their problem solving skills.

Children have many opportunities to develop their knowledge and understanding of the world. For example, children are encouraged to look for patterns in the environment and become fascinated as they watch, over time, the tadpoles they have collected turn into frogs. Planting flowers and vegetables allows children to observe growth and good use is also made of a nearby orchard to provide children with a rich range of sensory experiences. Children confidently use computers to develop many aspects of their learning and varied range of creative opportunities are available to allow children to develop their artistic talents. Small tools, such a scissors, rolling pins and paint brushes are used by children with increasing control.

Children are not stereo-typed and learn to value diversity through a range of meaningful experiences. Staff act as positive role models to the children and are consistent in their approach to behaviour management. As a result, children behave well. The premises are maintained at a comfortable temperature and are clean. Snacks provided are healthy and the use of paper towels for drying hands prevents infections being spread. Children clearly understand the importance of following good hygiene practices and eating healthy food to promote their well-being. Staff are vigilant in ensuring children's safety. Fire drills are practised regularly and representatives from the local community, such as the fire brigade, visit the setting to talk to the children about keeping themselves safe.

## 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?	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: Met

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