

St Margaret's Pre-School

Inspection report for early years provision

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Inspector	Susan Janet Lee

Setting address	Church House, Polefield Road, Prestwich, Manchester, M25 2QB
Telephone number	0161 773 9491
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

St Margaret's Pre-School was registered in 1992. It operates from a church hall in Prestwich on the outskirts of Manchester. The setting is managed by a voluntary management committee, made up of parents and members of the local community.

The children have access to a hall and a playroom, bathroom facilities and an outdoor play area. Access to the property is gained at the front of the premises on the ground floor level. The provision is open Monday to Thursday from 9.15am until 11.45am and 12.30pm until 3.00pm and Friday from 9.15am until 11.45am during term time only.

The setting is registered to provide care for a maximum of 32 children at any one time. It is registered on the Early Years Register. There are currently 45 children on roll. Of these, 31 children receive funding for nursery education. The setting currently supports number of children with special educational needs and/or disabilities and also a number of children who speak English as an additional language. The provision employs seven staff. All staff hold a childcare qualification. The setting has been accredited with Pathways to Quality. It is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective policies and procedures ensure the safety and the welfare of the children who attend the nursery. Children make good progress in their learning and development because the staff know them well and plan activities and care routines based on individual children's needs. The excellent partnerships with parents and others involved in the lives of the children ensures that everyone works together to support the children effectively. Staff place a very strong emphasis on valuing children and their families and they ensure that the environment is warm and accepting of everyone. Good systems are in place in relation to self-evaluation.

What steps need to be taken to improve provision further?

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

- ensure cables are inaccessible to the children in the hall.

The effectiveness of leadership and management of the early years provision

The effective vetting and safeguarding procedures helps to protect the children and safeguard their welfare. High staff to child ratios are maintained and this

contributes to children's care, learning and play. There is an effective key person system in place, ensuring that the children are cared for by consistent and familiar adults. The staff team demonstrates a good commitment to sustainability. They deploy themselves well and they organise space, time and resources effectively to meet children's needs. Staff have high regard for children's well-being and their own professional development, as they attend training to further develop their childcare practices. They ensure their acquired knowledge is implemented and put to effective use.

The management team have high aspirations. They are committed and strive for continuous improvement. The whole staff team share the same ethos and there is a common sense of purpose as they work together. Effective arrangements are in place regarding self-evaluation. Staff, parents and children are all involved in monitoring and analysis of the provision. The recommendations from the last inspection have been successfully met. The confidentiality policy has been reviewed to include information with regard to safeguarding matters and planning and assessment procedures have been developed, so they show more clearly how children's individual learning is further extended. Future plans are well targeted to bring about further improvement to the setting and outcomes for children.

The nursery is very successful in celebrating each child's uniqueness and every possible effort is made to ensure that no group of children or individual child is disadvantaged. Partnerships with parents and other professionals are exemplary. Excellent arrangements are in place to share knowledge and understanding of the best way to meet children's individual needs. These excellent partnerships ensure that every child receives high levels of support. Very good procedures are in place to ensure that children with special educational needs and/or disabilities are fully integrated and involved. Staff take very effective steps to remove barriers and close any gaps in any identified areas. Staff share very positive working relationships with parents. Discussion with parents shows that they are very happy indeed with the service provided, levels of care and activities afforded. Parents are provided with an excellent source of information about the setting and their children's developmental progress. The provision hosts open days and parent's evenings. Parents are actively involved in their children's learning. For example, the setting runs a book and story sack lending library to encourage parents to share books with their children at home. The management team and staff are fully committed to extending partnerships with other early years settings, to ensure they work together to share information regarding the Early Years Foundation Stage and children's progress and development. Staff take a lead role in establishing effective working relationships. Excellent systems are in place to ensure a two way flow of information, ensuring staff are able to provide continuity of care and learning for each child.

The quality and standards of the early years provision and outcomes for children

The environment in which children are cared for is rich and conducive to children's learning. On arrival, the children enter with ease and are eager to explore. The children develop a good sense of belonging. They clearly enjoy their time at the

setting and thrive on staff's interactions and attention. Effective procedures are in place regarding planning and assessment. Staff plan a wide range of stimulating activities to ensure that every child enjoys and is suitably challenged by the learning experiences provided. The environment is busy and productive and the children are happily engaged and occupied.

Staff support children's learning well. They share warm caring relationships with the children, who feel at ease and are secure and confident in their care. This positive sense of well-being gives the children a secure foundation on which to play, explore and develop. Staff value the children as individuals and they respond positively to children's interests and interactions. The children have lots of opportunities to learn about themselves, other people and the world around them. They have access to a lovely, creative area and they have lots of opportunities to express their own thoughts and ideas. The children make pictures and models and are able to combine materials. They develop hand-eye coordination and their fine manipulative skills as they paint, make collage pictures and mould play dough. The children explore water and wet and dry sand. They use language well to describe the texture of the wet and dry sand. The children have access to a lovely selection of books. They sit comfortably, hold the books correctly and carefully turn the pages.

The children develop good language skills and are able to convey their needs. They begin to use more complex sentences and understand and can follow simple instructions. The children use language well as a means of sharing their feelings, experiences and thoughts. The children are well supported and encouraged to develop their understanding of mathematical concepts. They are able to explore at first hand making patterns, counting, matching and problem solving. The children are able to recognise and name the shape of everyday objects. For example, a child says the sieve is a circle. The children can sort objects according to shape and colour.

The children recognise their own names as they self register on arrival. They have lots of opportunities to make marks and learn that we write for a purpose. The children develop good self-help skills as they choose what to play with, put on and take off their coats, use the bathroom and butter their toast. The children explore sound as they play with a variety of musical instruments. They explore and feel different materials and ribbons. The children make circular movements with their hands and watch as the ribbon makes circular shapes in the air.

The children have lots of opportunities to enjoy physical exercise and to play outdoors in the fresh air. The outdoor play area is available at all times to the children. They have access to a good range of outdoor play equipment to help them learn about their bodies and to develop control and coordination. When the children play outside, they take an interest in the world around them and they talk about what they see and hear. The children watch as the grass is cut with a big mowing machine and become excited.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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