

# Longdendale Pre-School

Inspection report for early years provision

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**Unique reference number**

312346

**Inspection date**

15/09/2009

**Inspector**

Susan Lyon

**Setting address**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Longdendale Pre-School has been operating for more than 30 years at Mottram Community Centre. The centre has a large room and toilet facilities on the ground floor which are used by the pre-school. There is an outdoor play area to the rear of the building. There are currently 20 children on roll. The setting supports children with special educational needs. The pre-school is open from 9am to 12am, Monday to Friday term time only. There are seven staff who work with the children, the majority of whom are qualified. The setting receives support from the Early Years Development and Childcare Partnership

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled and enjoy themselves at the setting. Staff have a good understanding of the Early Years Foundation Stage framework and create a stimulating and welcoming learning environment for children. Observation and assessment arrangements are in place to help children learn although these are not yet fully developed. Children's safety and welfare is promoted well. All children are included and their individual needs met effectively. The provision demonstrates strong capacity to continually improve the service provided.

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

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

- always use information from observations to identify and plan the next steps in individual children's learning
- increase resources reflecting all aspects of equal opportunities in order to develop children's awareness of diversity and the wider world

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

Children's safety and welfare is promoted well through daily safety checks carried out to the premises inside and out and detailed written risk assessments completed annually. Several safety measures are in place to create a safe and secure environment, such as socket covers, locked front door and a visitors book is used. The emergency escape plan is in place and practised with children each term contributing to their safety whilst on the premises. Space and resources are organised well to allow all children to move around freely and safely. All required documentation is in place to ensure the safe and efficient management of the provision. For example, a collection and missing child policy is in place and a daily register is maintained. Children are protected well through all staff being vetted and having a good understanding of child protection procedures. Staff are deployed effectively to closely supervise children and respond to their needs

promptly.

The provision demonstrates strong capacity to bring about continual improvements through the manager carrying out an annual staff audit in order to gather input from the team regarding what the setting does well and areas to improve. For example, giving parents an annual report has recently been introduced to involve them in their child's progress more, and opportunity for children to play outdoors has been increased. These improvements enhance children's enjoyment and learning at the setting. The manager drives improvement with her enthusiasm and motivation and acts as a positive role model. Regular team meetings and appraisals aid communication and strengthen team work. Feedback is sought from parents through giving out questionnaires. Reasonable steps have been taken to complete recommendations from the last inspection, such as ensuring a recruitment policy is in place and staff interacting more with children during outdoor play impacting on the care, safety and enjoyment of children. Furthermore, staff are well supported in attending ongoing training to increase their knowledge and skills, such as child protection, first aid and food hygiene.

Children benefit greatly from a child-led key worker system where staff work closely with parents to help new children settle at their own pace and to liaise effectively with parents. Parents are welcomed into the setting and invited to help out. Daily chats, annual reports and the sharing of observation files keep parents informed of their child's learning and development. New parents are given a wealth of information, such as an information booklet including the behaviour management policy, complaints procedure and health and safety procedures. Regular newsletters are sent out informing parents of current themes and topics. Relevant information regarding the uniqueness of each child is obtained from parents, such as consent for emergency medical treatment, the name the child is known by, special needs and fears. Children's individual needs are discussed with parents and recorded on agreement forms including health and dietary needs.

The provision has established strong links with local nurseries and schools providing the Early Years Foundation Stage framework through arranging visits and sharing information in order to ensure progression and continuity of care and learning. Children with special educational needs and disabilities are supported well to achieve and progress as strong emphasis is placed on integrated working through staff working closely with other agencies, such as health visitors and speech therapists, in order to allow a more holistic understanding of the child. All children are included in activities through staff changing or adapting the way play is provided to suit all levels of ability. Children feel a sense of belonging as their artwork is displayed on the walls and children collect their name cards on entry to the setting. In addition to accessible resources, the building and learning environment is suitable for all as it is on the ground floor, has wide doorways and an adapted toilet.

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

Staff help children to learn by spending time talking and playing with them. Staff have a good understanding of the Early Years Foundation Stage framework. They provide a stimulating learning environment for children covering different areas of learning, such as mark making, construction, information technology and role play. Posters, pictures, words and letters displayed at children's height create a colourful and welcoming setting. Children respond well to simple instructions, such as 'put the books back'. They know information can be relayed in the form of print as during the baking activity they point to the words in the recipe with their finger. Children competently complete simple programmes on the computer as they wait patiently for their turn to move and click the mouse. Children love to be outdoors and show interest in the world as they collect leaves to make pictures. Children feel great pride in their achievements as they smile and clap hands on building a tower of bricks. Children frequently seek to do things for themselves as they clear away their drinks and plates.

They learn social skills as they enjoy chatting together at snack time. Children show care and concern as they help the younger ones to put on their coats. Children use some number names as staff ask 'how many have you got?' and 'what is that number?' Children use large blocks to build a car saying excitedly 'we're going to Blackpool'. Children eagerly run out to play and move in a range of ways, such as pedalling bikes, pushing prams and kicking balls. They cooperate well and frequently laugh and smile together. Children engage in activities requiring hand and eye coordination, such as threading, sticking with glue sticks and drawing. Children create three-dimensional structures, using building bricks and enjoy joining in favourite songs. They use their imagination well in role play as they 'push the babies' in the buggies.

Children freely explore the environment as they easily access play resources. They also benefit from adult-led activities, such as baking, singing and circle time. Young children develop their senses through exploring a range of materials, such as sand, foam, rice and pasta. Staff find out what children can do on entry to the setting through asking parents to complete an assessment form identifying what the child can do. Observation and assessment arrangements help children make some progress although the information is not always used to identify the next steps in individual children's learning hindering their achievement of the early learning goals. Staff help children to learn to keep themselves safe through relevant discussions during play. Children demonstrate a good understanding of feeling safe as they say 'the gate is locked' when going outside to play. Children develop an understanding of healthy lifestyles as staff talk to them about foods that are good for them and explain the benefits of fresh air and exercise saying 'it's good to run'. An exclusion policy in place and use of paper towels help prevent the spread of infection. Appropriate action is taken when children are ill and children understand the importance of hand washing as staff explain 'we wash hands to get rid of germs'.

Staff are highly knowledgeable about individual children and treat them with great

kindness and consideration, as a result children are polite and well-mannered. Children enjoy positive relationships with staff and each other, are eager to play and join in activities. Children become aware of diversity through staff talking to them about people who are different and other countries. For example, children eat noodles and use chop sticks at Chinese New Year. However, limited play resources reflecting all aspects of equal opportunities hinders their awareness of the wider world. Through a range of art and craft materials children develop their imagination and creativity thus promoting their sense of achievement and enjoyment, such as making pasta necklaces. Children are actively involved in making choices and decisions as staff ask them what they want to do. Children's behaviour is managed positively through clear boundaries and explanations contributing to children's confidence and self-esteem. Children are prepared well for transition from the setting to school and nursery through staff arranging visits and the sharing of information. Overall, children are developing skills and knowledge which are the building blocks towards their future life skills.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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