

First Steps Orrishmere Pre-School

Inspection report for early years provision

Unique reference number	307139
Inspection date	03/11/2009
Inspector	Angela Cuffe

Setting address	Scout Headquarters, Warwick Close, Cheadle Hulme, Stockport, SK8 5NN
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Telephone number	07956 250570
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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*.

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Description of the setting

First Steps Pre-School was registered in 1992. It operates from the scout headquarters on a residential area on the outskirts of Stockport. Children have access to an enclosed outdoor play area. It is open Monday to Thursday from 9.15am until 3.30pm and 9.15am until 11.45am on Friday.

The Pre-School is registered on the Early Years Register. A maximum of 20 children may attend at any one time. There are currently 32 children aged from two and a half to under five years on roll, some in part-time places.

There are eight members of staff, seven of whom hold early years qualifications to at least level 2. The setting receives support from Sure Start and provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and well organised environment. Staff have a good understanding of the Early Years Foundation Stage requirements, which ensures children's care and learning is appropriately maintained. Children are well settled and secure and enjoy learning about the world around them. Children's welfare needs are met well as the staff establish positive links with parents and share information appropriately with them, they attend training on a regular basis and are all either qualified or working towards an appropriate qualification. The manager has recently begun to reflect on the service she provides and has clearly identified areas for further improvement, which particularly focuses on the organisation of the equipment and future development of the outside area. The recommendation raised at the last inspection has been successfully addressed.

What steps need to be taken to improve provision further?

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

- keep a daily record of the children looked after including their hours of attendance (Documentation). 26/11/2009

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

- improve the organisation of furniture and equipment for children to ensure that they are able to make independent choices.

The effectiveness of leadership and management of the early years provision

The manager and staff have a good understanding of child protection and their responsibilities if they are concerned about a child's welfare. They are confident to follow procedures and link with other agencies to ensure children are safe. A comprehensive child protection policy is shared with all staff and parents to keep them informed of their responsibilities. Detailed risk assessments on the premises, and also for outings, ensure that safety is continually monitored and reviewed. Fire drills are practised regularly, which ensures children understand what to do should the need to evacuate the premises arise. All required records and documentation are in place. However, the times of arrival and departure of each child is not recorded, which is a breach of regulations.

Staff actively promote equality and diversity in their practice to ensure all children have a good understanding of the way other people live. Resources are of good quality and are stored within easy reach of the children. The manager and staff work in partnership with parents and outside agencies to ensure specific learning programmes are used effectively to enhance children's development. Parents provide positive feedback and are complimentary about the care their children receive. Continuity of care for the children is enhanced as the staff develop positive links with other provisions children attend.

Resources are well maintained, clearly organised and are easily accessible to children which fosters their choice and independence. Nevertheless, the computer is on an adult sized desk with a child sized chair, which limits children's ability to freely use the computer. The staff team have a good knowledge of the Early Years Foundation Stage framework. An effective key worker system is in place, which impacts on the observation and assessment of the children. Observations are carried out on a regular basis; these are then linked to the six areas of learning, each child's next steps and the overall planning which has a positive impact on the learning and development each child receives. Most staff have an early years qualification and all attend regular relevant training. The group have recently applied for a quality and access grant and plan to use this to develop the use of the outside area and introduce more equipment into the setting.

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

Children are very happy and well settled. The staff team are caring and supportive, which enables children to feel safe and secure and form trusting relationships. Emphasis is placed on children learning through play, exploration and fun. A varied range of stimulating activities are available for children to choose from, which take into account children's different ages and stages of development. This ensures all children are able to participate in activities and, as a result, they make good progress in their development and are motivated to learn.

Children are enthusiastic learners and take a lively interest in everything they do.

They demonstrate good levels of concentration and the relaxed, supportive atmosphere enables them to freely express themselves. Playing games together produces plenty of excitement and children laugh out loud as they explore the role play area. Children confidently communicate with each other and staff as they take on the role of doctor or nurse in the hospital. They use stethoscopes to listen to each other and dolls' chests, and confidently write out prescriptions when they have made their diagnosis. They enjoy books and story time which enable them to join in and look at the characters as the story is read to them. Counting activities and playing with electronic puzzles, magnets and games successfully promotes children's problem solving and reasoning.

Children develop a positive attitude towards diversity and take part in activities linked to various festivals. For example, they have access to a range of dressing up clothes, books, dolls, puzzles and musical instruments. Children develop a keen interest in nature during their time in the outside play area, walks in the park and visits to other places of interest. They also access large equipment, such as swings, climbing frames and slides. This helps them to develop control and coordination over their bodies. Children eagerly express their creativity as they regularly access a range of materials to create pictures, such as glitter, coloured paper and leaves.

Children's good health is well promoted because effective hygiene procedures reduce the risk of cross contamination. Surfaces, toys and equipment are kept clean and children independently use hand washing facilities and tissues. The children bring packed lunches and are provided with fruit for snacks. Children have access to drinking water at all times to enable them to satisfy their thirst when needed.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	2
The extent to which children develop skills for the future	2

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