

Heyside Pre-school

Inspection report for early years provision

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Inspector Cathleen Howarth

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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.

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Description of the setting

Heyside Pre-School registered as a charity in 1966. It is run by a voluntary committee of whom most are parents. It operates from rooms within St Mark's Church Hall, which is on the outskirts of Royton near Oldham. Children have access to an enclosed outdoor play area. The pre-school is open weekdays during term time from 8.00am to 4.30pm.

The pre-school is registered on the Early Years Register to care for 40 children under five years; of these, none may be under one year at any one time. There are currently 33 children aged from two years to under five on roll. The pre-school receives early education funding for three and four-year-olds, of which there are nine children on roll. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register, of which there are no children on roll.

The pre-school has links with other Early Years Foundation Stage (EYFS) providers. There is provision for children with special educational needs and /or disabilities and for children who speak English as an additional language.

There are seven members of staff, six of whom hold early years qualifications to at least level 2.

The pre-school is affiliated to the Pre-School Learning Alliance and has attained a Healthy Eating award through Oldham Primary Care Trust. They were finalists in the Pride of Oldham Awards 2005, which recognises people who help to improve the borough and the lives of the people who live in it.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A thorough knowledge of each child's needs enables staff to successfully promote children's welfare and learning. Children are safe and secure and they enjoy learning about their local area and the world around them. There are some outstanding aspects of the provision, including partnerships with parents and others and exemplary practice in relation to diversity and inclusion, in addition to how children make a positive contribution. All children progress well, given their age, ability and starting points. Regular self-evaluation by the staff team and parents' committee enables them to prioritise aspects of the provision to be developed, resulting in a service that responds consistently well to the individual needs of children.

What steps need to be taken to improve provision further?

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

- continue to work with other agencies, in relation to children with special

educational needs, to promote a consistent approach to children's learning and development.

The effectiveness of leadership and management of the early years provision

Those in charge are focused on helping children make good progress in their learning and development, and they effectively promote their welfare. There is a common sense of purpose between the staff and committee who work extremely well together to ensure that all children have the opportunity to achieve as well as they can. Self-evaluation takes into account the views of children, parents, and other interested partners. It is effective in identifying the strengths and weaknesses of the provision and makes good use of findings from other quality checks, such as those made by the local authority. As a result, those in charge are able to demonstrate how they have raised children's achievement and made improvements to the provision. For example, at the last inspection recommendations were raised to improve records. Staff have successfully developed planning and assessment systems to demonstrate how activities are varied for differing ability levels of children. The children's register and medication records are fully compliant. These measures are now in place to promote children's welfare at the setting.

Staff and resources are well deployed to improve outcomes for children. Robust steps are taken to safeguard children, including vetting procedures for adults who work with children. There are strong links with most parents and other EYFS providers to promote a seamless approach to delivering the framework.

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

Adults have good knowledge of the Early Years Foundation Stage guidance and welfare requirements to effectively promote children's learning and their social, physical and economic wellbeing. An interesting, well equipped, and welcoming environment successfully reflects children's backgrounds and the wider community. Comprehensive policies and procedures ensure that children are protected and well supported. All adults are effectively deployed to support children's learning and welfare. They are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and assessment, which are well matched to the full range of children's needs. Relationships are strong and children's behaviour is managed particularly well. There are some examples of exemplary partnerships with parents, other agencies and providers; such as the setting has implemented extremely effective strategies to ensure all children's dietary requirements are met.

Staff at the setting are consistent in their approach to helping children with special educational needs meet attainable goals, which are agreed at multi-agency meetings. However, their efforts are sometimes frustrated by a less consistent

approach by others involved in the children's care, and this hinders their overall progress.

Taking into account children's starting points all children make good progress towards the early learning goals in all areas of learning. They also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. Children have good relationships with adults. They play well on their own and with others. Children from different backgrounds and heritage work and play in harmony and are fully integrated. Children are motivated and interested in a broad range of activities and take responsibility for choosing what they do. They often share responsibility for decisions about routines.

Children have great fun at the setting. They enter confidently and soon become engrossed in their play. For example, they are familiar with information and communication technology when they use the mouse, keyboard and computer. They have lots of opportunities to use the camera and CD player. They are fascinated with the listening centre and adeptly use the remote controls and headphone. Staff effectively use hand puppets, including the giant hand to maintain children's attention when they sing number rhymes and practise counting. Children are curious to learn about insects, or mini beasts, and their natural habitat. They use a magnifying glass to look for them amongst the leaves and big tree branch, which is imaginatively displayed with other natural resources, like conkers, in a tray at child's height in the main activity room.

Children demonstrate a willingness to keep themselves and others safe through their concern for others and their good behaviour. They show that they feel safe and if they are worried they are confident to share concerns with their key person. Children are beginning to understand the need to make healthy choices in relation to what they eat and drink and healthy lifestyles are positively promoted. For example, children play inside and outside. High priority is given to providing nutritious snacks, such as a good variety of fresh fruit, and children self-select drinks from the water dispensers. Children know to put their hand over their mouth when they cough and sneeze and to use anti-bacterial hand gel to minimise the risk of the spread of infection.

Children are preparing for the harvest festival. They bring tinned food and fruit from home to be distributed through church, where they have the opportunity to see how the church bells ring and to listen to the piano. Parents, children and staff are invited to the service and this is linked to relevant activities at the setting, such as seasonal changes.

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

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|--|---|
| 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

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|--|---|
| 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

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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| 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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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