

Lostock Hall Pre-School Nursery

Inspection report for early years provision

Unique reference number	305174
Inspection date	23/09/2009
Inspector	Tony Anderson

Setting address	Lostock Hall Primary School, Mallard Crescent, Poynton, Cheshire, SK12 1XG
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Telephone number	01625383838
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Email	
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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

Lostock Hall Pre-School Nursery was registered in 1997 and is managed by a limited company. It operates from two adjoining rooms in a section of Lostock Hall Primary School, Poynton. Children have access to a secure covered outdoor play area. They can also use the school hall for physical play activities. The provision is registered by Ofsted on the Early Years Register. A maximum of 24 children aged two to five years may attend the setting at any one time. There are currently 26 children on roll who are within the Early Years Foundation Stage. Of these, 16 receive nursery funding. The pre-school opens daily from 9.00am until 12.00pm and 12.30pm to 3.00pm during term time, together with a lunch club which operates from 12.00pm until 12.30pm. The setting supports children who speak English as an additional language.

There are five members of staff, including the manager, who work directly with the children. Three of the staff hold appropriate early years qualifications and one is working towards a qualification. The setting 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.

Children show growing levels of confidence in this very friendly environment where they enjoy an excellent range of play and learning resources. Most care and welfare systems are of a high order and staff vetting procedures are fully in place. The systems for self-analysis of the setting's strengths and areas for improvement, whilst good overall, are too informal and are not yet creating a sustained drive towards continuous improvement. Effective implementation of the Early Years Foundation Stage framework is fully apparent through good records of individual children's progress. These are regularly shared with parents, with whom the setting has an excellent relationship. They are also very effectively used to support eventual transition into the main school's reception department, with whom there are outstanding links. Management demonstrate a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- improve the quality and formality of self-evaluation systems in order to ensure a consistent and clearly targeted drive towards effective improvement
- ensure that regular risk assessments of the setting's internal and external facilities are consistently noted for monitoring and improvement purposes.

The effectiveness of leadership and management of the early years provision

Children make good progress in this setting because their needs are met by dedicated staff who work together as a very united and professional team. Tracking and progress records of children's development in the six areas of early years learning are well maintained following regular observations and team meetings. Parents are frequently informed of their child's progress and are presented with a very detailed 'Record of Achievement' at the end of each year. Partnership with parents in their children's progress and development is outstanding as it is with external agencies and the main school's reception class to which eventual onward transition is described by parents as 'seamless'.

The setting's management regularly meet to discuss a range of issues including the progress made by children under the effective key person system. However, although the overall systems of self-evaluation of the setting's strengths and areas for development are good, they are not yet sufficiently formalised to promote a consistent drive towards continuing improvement. Equality and diversity are very well promoted through the use of regular topics, such as 'All About Me' and 'Festivals', in addition to the excellent use and range of play and learning resources.

Recruitment and vetting procedures are fully in place to ensure all adults are suitable and have appropriate qualifications and training. Overall, the systems of welfare and care are good but the present procedures for noting and acting upon the outcome of regular risk assessments both inside and outside the setting are inconsistent. The setting has made good levels of improvement since the last inspection and is well placed to continue this process.

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

Young children thoroughly enjoy their time in this setting as shown by their happy and smiling faces. Very positive relationships are in evidence with staff, who consistently encourage children to practise their speaking and listening skills and to learn to take turns and to share their toys and games. Day-to-day planning is good and links well to the six areas of learning through half-termly topics, such as shape and colour, transport, people who help us and the seaside. Management and staff's use observation and assessment very well in planning children's next steps of development.

After self-registration, a wonderful presentation was initiated by a visiting ex-teacher who helped children to add knowledge of beat and time to their mathematical, creative and musical development. Children are encouraged to choose from a wide range of healthy snacks, such as cheese, raisins, carrot, cucumber, fruit and water. They confidently do this after being encouraged to identify their seating place by recognising their names on a large colourful lollypop. Their appreciation of healthy lifestyles is significantly enhanced by the excellent

range and use of resources in the outdoor provision. They enjoy many opportunities to ride bicycles and scooters, rise to the challenge of playing on the exciting adventure equipment, or simply run, jump or play imaginative games with their friends. However, formal checks and risk assessments on the safety and suitability of equipment and of the indoor and outdoor environment are not consistently recorded for monitoring and improvement purposes.

Children are encouraged to develop a sense of safety as they play with construction kits, have fun in an imaginary fairground or roll out cakes with dough. Through their enthusiasm and good behaviour they make a positive contribution to the success of the setting and, as a result of the wide range of play and learning activities on offer, they make good progress towards their future development and well-being.

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	1
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	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	1
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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