

Delph Pre-School

Inspection report for early years provision

Unique reference number	300976
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Inspector	Marian Thomas

Setting address	Delph CP School, Denshaw Road, Delph, Oldham, Lancashire, OL3 5HN
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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

Delph Pre-School opened in 1997 and operates from a classroom within Delph Primary School situated in Delph village, Saddleworth, Oldham. The setting is registered on the Early Years Register. A maximum of 18 children may attend the pre-school at any one time. The setting is open every weekday morning during term-time and Wednesday and Thursday afternoons. Morning sessions run from 9am to 12 noon and afternoon sessions from 1pm until 3.30pm. All children share access to a secure enclosed outdoor play area. There are currently 20 children aged from two to under five years on roll, of these eight children receive funding for nursery education. Children come from the local villages and surrounding areas. The pre-school supports children with special educational needs and those for whom English is an additional language. The setting is managed by a committee and employs three staff. All three of the staff, including the pre school leader, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school recognises the needs of each child who attends and including every child is a priority to the management and staff of the setting. This is reflected in the way in which children's learning and development needs are met. Parents feel that their children enjoy coming to the setting. Improvements have been made since the last inspection and records of children's attendance are now appropriately detailed. The setting works closely with the host school to ensure information about children's welfare, emotional wellbeing, and learning and development are effectively shared. Overall policies and procedures fully reflect the Early Years Foundation Stage requirements. Detailed self-evaluation successfully secures continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop resources and activities which support children's learning through the outdoor curriculum.

The effectiveness of leadership and management of the early years provision

The leader and management committee are aware of the strengths and areas for development of this setting and work hard to recruit and retain high quality staff. They also ensure a programme of continuous improvement is in place through effective use of self-evaluation and engagement with parents. Because of this, children's learning, development, and behaviour are good. Staff and resources are well deployed so that the needs of every child are met promoting equality of

opportunity for all who attend the setting. Records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place and are regularly reviewed by the setting leader and staff team. All staff members working directly with children within the setting undergo rigorous checks and hold suitable qualifications.

Staff in the setting work together well as a team and continually strive to further improve care and education for all. The quality and effectiveness of risk assessment and actions taken to manage or eliminate risks are good and promote a safe environment for all children. Provision and outcomes for children's learning and development are well monitored by both the setting leader and staff through regular quality checks and self-assessment. This has led to identification of targets for further improvement. This shows that the setting has a good capacity to continue to improve under current leadership and management.

Including children with special educational needs and disabilities is a strength of the setting and staff ensure that the needs of all children who attend are met irrespective of their level of disability. The setting has strong links with parents and carers. They recognise the happy atmosphere created by staff and leaders and feel that the setting offers a well organised and friendly environment to which their children enjoy coming. Parents feel very welcome in the setting and say that their views are valued. The leadership and management have formed good partnerships with outside agencies and linked services in order to support the needs of individual children. The setting has also developed close links with the co-located out of school club and host school which support children's welfare, and learning and development well. This helps to promote smooth transition for all children

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

Staff working within the provision have calm and friendly attitudes and this helps children to settle quickly. They often join children in their play. This ensures positive relationships are built with all children and impacts on their attitudes to learning and behaviour. The strength of these relationships is very evident by the way in which children new to the setting happily part from their parents without fuss. Children show very positive attitudes to learning and all are very keen to join in the activities provided. Making their own choices from the many and varied activities helps them to develop good independence skills. Children's curiosity and questioning skills are also well developed through access to these quality learning challenges. Effective joint planning between the setting and host school ensures continuity of learning is securely in place and supports all children's transition into school.

Children behave very well in the calm and friendly atmosphere of this setting. A positive behaviour policy is in place, which all children recognise. Because of this, children are often polite and considerate towards each other. They quickly learn to take turns and respond well when asked to do things by members of staff. These high personal standards are reinforced by the manner in which adults respond to each other and to the children. They also learn to share resources and co-operate

with each other. An example of this was seen when two very young children were absorbed in building a fire station together resulting in much discussion around the exact positioning of bricks.

Active learning is well promoted within the setting through the diverse range of activities. This helps the children in the setting to develop good learning skills which contribute directly to skills required for future learning. The newly appointed outdoor play area offers children the opportunity to play confidently and safely outside. Staff are at an early stage of developing and resourcing this area to promote and support children's learning further through the outdoor curriculum.

The importance of healthy eating is well established. Children are served healthy snack options including fresh fruit and home grown beans which they enjoy and which contribute to their understanding of a balanced diet. They are aware of the importance of washing their hands before eating and after using the toilet to reduce the spread of infection. Children's physical development needs are well met. A trip to the outside provision 'trim trail' evoked much excitement. One child said 'I really love playing hide and seek in the magic wood'. Equipment is well maintained and daily risk assessments of all areas are undertaken by senior staff to ensure children's safety both inside and outdoors. The effective promotion of children's learning and development underpins everything that staff do in this provision. This is reflected in the confident, happy attitudes to learning and the very good behaviour which all children display.

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	1
The extent to which children develop skills for the future	2

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