

Broadbottom Pre-School

Inspection report for early years provision

Unique reference number	312322
Inspection date	03/11/2009
Inspector	Kay Margaret Armstrong
Setting address	Community Centre, Market Street, Broadbottom, Hyde, SK14 6AX
Telephone number	01457 764 423
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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

Broadbottom Pre-School is Committee run and has been registered since 1971. The facility operates from the main room within Broadbottom community centre in Hyde. Children also have access to a small room. The property is single storey and provides ease of access to people who are less mobile. Toilet facilities and the kitchen are located off the main hall and there are two outdoor play areas. The group provides care for children from the local community and is open Monday to Thursday from 9.15 am to 11.45 am, plus Wednesday and Thursday 12.45 pm to 3.00 pm, term time only.

The facility is registered on the Early Years Register and provides care for a maximum of 21 children in the early years age group. Currently, there are 33 children on roll who attend for a variety of sessions each week. Six staff work directly with the children. Currently four members of staff have an early years childcare qualifications and another member of staff is working towards gaining a National Vocational Qualification at level 2. The group is a member of the Pre-School Learning Alliance and receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team have a good knowledge and understanding of the Early Years Foundation Stage (EYFS) and they work well together to provide positive outcomes for children. Inclusion is well promoted and activities provided are exciting, they capture and sustain children's interest. As a result children make good progress in their learning. Children's welfare needs are effectively met and good partnerships have been established both with parents and other providers of the EYFS. The manager and staff demonstrate a strong capacity for continuous improvement and are aware of where key areas for further development lie.

What steps need to be taken to improve provision further?

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

- ensure record of attendance shows the times of the children's arrival and departure
- link the observations of children's progress to the early learning goals and use the information gained through the observations to inform the planning.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well in the group. Clear procedures are in place for the recruitment, selection and induction of staff, ensuring that children are cared for by suitable people. Staff have a clear understanding of the indicators of abuse

and procedures to be followed should they be concerned about a child's welfare. Detailed risk assessments of the premises have been compiled and daily visual checks are carried out to ensure that children are cared for in a safe environment. Risk assessments have also been conducted for each outing enjoyed by the children. Effective staff deployment ensures that children are well supervised at all times. All the required documentation and consents relating to the welfare of the children are in place. Although there is a record of children's attendance it is lacking in some details.

There is a good system in place to observe children's progress which are well supported with photographic evidence. However, the observations are not linked to the early learning goals and information gained does not inform the planning of activities. As a result children's individual learning needs are not always recognised. Resources are well organised and are thoughtfully displayed to provide a variety of stimulating play and learning opportunities across the six areas of learning. All children are included and have equal access to the wide range of play opportunities. Staff promote children's understanding of diversity well through a good selection of resources such as puzzles, small world resources and books as well as activities and play opportunities related to the festivals of different cultures.

Children benefit as staff develop positive and trusting relationships with their parents. Information is shared daily by effective verbal communication, which promotes continuity of care for the children. Parents receive a handbook which details policies and procedures, giving them an understanding of how the service works in practice. Planning is clearly displayed for parents who are very happy and appreciate the care and learning experiences their children enjoy. They are well informed about current events through information on the notice boards. Staff have worked hard to establish positive relationships with other providers of the EFYS who also care for the children that attend the setting promoting consistency and easy transition between the settings. The manager and staff have begun to monitor and evaluate the service they provide. They have a realistic view of the setting's strengths. Completing the self evaluation form has highlighted key areas for development, promoting positive outcomes for children.

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

Personal, social and emotional development is a strong feature of this group. Children are happy and settled as familiar adults are attentive and sensitive to their care and learning needs. They part easily from their parents and carers and are secure in the nurturing environment provided by staff. Warm and positive relationships have clearly been developed as the children are comfortable and make their needs known as they are assured of a caring response. Staff know children well which helps them to plan a broad range of stimulating activities. Children's independence is fostered well, as they freely select where and whom they will play with. The resources are displayed in a manner which invites the children to investigate them. The children are inquisitive and eager to explore the activities. Children behave very well, they know what is expected through familiar routines and clear explanations. Children receive regular praise and

encouragement for their efforts and achievements, which promotes their self-esteem and confidence.

There is a good balance of adult led and child initiated activities. Children have fun and express themselves creatively as they make wonderful fire-work pictures with lots of glue and glitter, they freely paint beautiful pictures and play imaginatively with small world resources. Children are clearly developing skills for the future as staff help children to problem solve and reason as they ask questions which help children to think. For example, in the workshop area children consider what they need to add to the wonderful models they are making. Children become engrossed in their play, they concentrate well for long periods of time. They use mathematical language correctly as they count how many pigs they have in the farm yard and talk about the big and small ones. Children are confident speakers, they use language well to convey their needs and express their ideas to each other and the adults. They thoroughly enjoy story time as staff make stories come alive by modulating their voices and encouraging children to participate in the story. Children are becoming aware that print carries meaning as they handle books carefully retelling the story to themselves or each other and using their fingers to follow the print. Children are developing good pencil control and dexterity as they practice writing skills, thread beads on to laces, model with dough and build intricately with small construction sets.

Children learn about the world in which they live and the changing seasons as they enjoy trips out into the local area to collect leaves and conkers as part of a theme. Their interest in the natural world is fostered as they observe growth and life cycles as they grow hyacinth bulbs in water and observe the root systems. Children learn to respect and have a positive view of others as they access resources which reflect constructive images of our diverse society. Some staff use simple sign language to support children's communication skills, as result all children are learning to respect and understand others differing needs.

Children are encouraged to develop a healthy lifestyle. They follow clear routines and procedures for their own personal hygiene. They learn to make healthy choices in what they eat through discussion with staff and because they have healthy nutritious snacks provide by the staff. Children have daily opportunities for fresh air and exercise as they play outdoors in the garden areas. They also use the larger play equipment inside, if the weather is inclement, which helps develop large muscle skills whilst they have fun. Children are developing a sense of how to keep themselves safe through gentle reminders from staff and taking part in emergency evacuation practices.

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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