

Beal Vale Pre-School Nursery

Inspection report for early years provision

Unique reference number	EY395429
Inspection date	19/01/2010
Inspector	Shirley Leigh Monks-Meagher
Setting address	Beal Vale Primary School, Salts Street, Shaw, OLDHAM, OL2 7SY
Telephone number	0161 7858520
Email	network.nurseries@lineone.net
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Beal Vale Pre-School Nursery has been registered since 2009. The pre-school is independently owned and operated by Network Nurseries Limited within Beal Vale Primary School, Shaw near Oldham. The pre-school is open to all children from the community in addition to those who expect to attend the school. Children have access to the pre-school playroom and a secure outdoor play area. There is easy access to the building.

The pre-school is registered for a maximum of 32 children in the early years age group. There are currently 22 children on roll attending either full or part time sessions. It opens Monday to Friday, during term time only, between the hours of 9.30am and 3.30pm. There are currently two members of staff working directly with children and both hold appropriate level 3 qualifications. Older children may be cared for under the setting's registration on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers a bright and stimulating environment in which children develop confidence, have fun and make good progress towards the early learning goals. Their welfare and well-being is efficiently promoted. Children are developing a strong sense of belonging because the setting respects and values them as unique individuals. A motivated and enthusiastic staff team share a common sense of purpose and effectively work with parents and others to ensure all children receive the levels of support they need to maximise their achievements and enjoyment. The setting demonstrates a realistic capacity for continuous improvement and is aware of key areas for further development.

What steps need to be taken to improve provision further?

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

- maintain continuous provision resources at levels which enable children to successfully examine their ideas and thoughts in a practical way
- devise opportunities and develop resources to stimulate children's interest in books.

The effectiveness of leadership and management of the early years provision

Effective teamwork, policies and practice ensure children's safety, welfare and well-being. A strong emphasis is placed on safeguarding children. Clear procedures are in place for the recruitment, selection and induction of staff, ensuring children are cared for by suitable people. The team have a secure understanding of the

indicators of abuse and clearly comprehend the procedures to be followed should they be concerned about a child's welfare. Detailed risk assessment is undertaken and daily visual checks are carried out to sustain a safe environment for the children. The entrance to the setting is effectively monitored. Effective staff deployment ensures children are well supervised at all times. All legally required documentation and records relating to children's welfare are in place.

The manager has a clear idea about what she wishes to achieve and her team share her aims and enthusiasm. Regular team meetings and appraisal systems effectively review practice and motivate staff. The setting is organised into learning areas where the setting's resources are arranged to provide continual provision to encourage children to make choices and decisions independently. However, staff do not always ensure that resources are maintained effectively in the areas or replenished when children have used them. Effective partnerships with inter-agency teams ensure each child gets the additional support they need to promote their achievements and well-being. Staff have a clear understanding of children's backgrounds and needs through effective information sharing with all persons involved with the individual child.

The partnerships with parents are good. Parents are provided with lots of information through a variety of sources. For example, a display in the foyer provides parents with information relating to the Early Years Foundation Stage and how children learn. Parents' meetings and progress record books enable parents to keep up to date with their children's achievements and be involved in their learning. Parents' views are actively sought and respected and feed into the self-evaluation systems. The manager has a realistic view of her provision and its strengths and weaknesses. Action plans have been identified to target improvement and improve outcomes for children who attend.

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

Staff have a secure understanding of the Early Years Foundation Stage and how children learn through play. They provide a wide range of interesting and stimulating activities, opportunities and experiences. The environment is laid out to effectively enable all children to move around freely and develop initiative and independence. The individual support staff offer the children significantly contributes to their enthusiasm to learn and their budding confidence. Children are consistently engaged in their play and spend their time playing on their own, with peers and with staff. An effective balance of adult-led activities complements children's free choice which allows them to follow their interests and ideas both inside and outdoors. Sensitive observation and assessment is integral to the staff's practice and these highlight future learning and inform the planning thus ensuring each child's individual learning needs and styles are well catered for.

Children are developing good communication skills because staff engage with them, ask them open-ended questions and listen carefully to what they say. Children are beginning to listen well at circle times and enjoy stories in small groups. However, the children rarely handle books independently because they do

not access the book area during their free choice sessions. Children mark-make effectively. They draw around stencils and freely form shapes, figures and letters. They are encouraged to learn about themselves and the wider world. For example, they examine themselves in mirrors and paint self-portraits and work together cooperatively to produce a picture of a life-size person for display. Children's critical thinking is demonstrated well during this activity as they discuss and implement their thoughts and ideas. For example, children paint their own hands and use them to print the person's hands, they draw round their own foot to give the person feet and discuss avidly where the body parts 'fit'. They carefully select skin colour paint for the person's face and enjoy mixing paints together to produce lighter, darker and new colours for the person's clothes.

Children are developing their imaginations well. They enjoy acting out simple domestic scenes in the home area. They imitate cooking at the stove after carefully selecting eggs, bacon and sausages from the play food supplies and negotiate together who will do which tasks, such as setting the table, going to the shop and making the tea to drink. Children have an awareness of computers. Many can effectively manipulate the mouse to select the program they wish to play whilst others who are not quite as competent confidently explain to staff what they need help with. Children are developing good self-help skills. They take themselves to the toilet and wash their hands confidently and competently. They select aprons for messy activities, pour their own drinks from the jug and put on their coats for outdoor activities. Children are developing an awareness of healthy lifestyles. They harvest vegetables from the growing patch and select toast, fresh fruit or vegetable sticks at snack time. A visit from the district nurse and her light box has indelibly raised their awareness of germs. Their well-resourced outdoor area offers them plenty of scope to practise and refine their large physical skills as they climb, balance and manoeuvre wheeled vehicles.

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	3
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

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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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