

Romiley Methodist Pre-School

Inspection report for early years provision

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| Unique reference number | 307175 |
| Inspection date | 04/02/2010 |
| Inspector | Barbara Christine Wearing |
| Setting address | Hill Street, Romiley, Stockport, SK6 3AH |
| Telephone number | 0161 430 8080 |
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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

Romiley Methodist Pre-school opened prior to 1992 and operates from two rooms in the church hall. Children have access to an enclosed outdoor play area. The pre-school is open term time only and offers a morning session from 9:15am to 12noon on Monday, Tuesday, Thursday and Friday and an afternoon session from 12:30pm to 3pm on a Wednesday.

The nursery is registered on the Early Years Register. A maximum of 26 children from 2 years may attend the nursery at any one time. There are currently 26 children on roll, some in part time places.

There are seven members of staff, five of whom hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enthusiastically explore the wealth of toys and resources available to them and make good progress towards the early learning goals. The well established staff team work closely together and are committed to the continuous development of the pre-school. They build strong links with parents, encouraging their involvement in developments within the group and the care and education of their children. Staff know children well and give sensitive support, meeting their individual needs and enabling them to settle and develop confidence within the pre-school.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to develop and practise their writing and mark making skills using a variety of resources
- review the organisation of large circle time so that all children are engaged
- develop children's development records, ensuring that they reflect staff's current knowledge of children's skills and abilities, proposed next steps in their learning, plans for how staff will support and challenge children in reaching those next steps and reviews of children's progress towards them
- further develop staffs' skills in challenging children's learning by asking questions during child initiated play.

The effectiveness of leadership and management of the early years provision

Staff have a clear knowledge and understanding of their role in protecting children from harm. The pre-school's safeguarding policy is included in the policy document that is shared with parents. It recognises the importance of giving children the skills and vocabulary to keep themselves safe. This is achieved as staff effectively promote children's language, confidence and self-esteem. The policy does not include the procedure to follow in the event of an allegation being made against a member of staff. Nevertheless, staff have access to, and knowledge of, the Local Safeguarding Children Board's procedures which does include this information. Children's safety and well being is further promoted as regular risk assessments identify possible hazards and ensure children have the freedom to explore and develop skills within a safe and secure environment.

The organisation of the building, staff, daily routine and toys and equipment ensure that for the vast majority of the session children are highly engaged in a wide range of experiences that cover all areas of learning. However, not all children benefit from the large group time that they take part in, as staff prepare the room for snack time. Different learning styles are catered for as the available toys reflect the interests of boys and girls, provide challenges for the different ages and abilities of children and the large play area allows children to be active in their learning and play indoors and out. Children develop an understanding of diversity and a respect for themselves and each other through various activities and as they access toys, resources and see images throughout the pre-school that positively reflect our diverse society and the wider world.

Staff take pride in their work and enjoy their time with the children. The effective systems for self-evaluation include views of other professionals, parents and children and accurately reflect improvements that will have a positive impact on outcomes for children. These are acted upon promptly.

A high regard is given to the value of working in partnership with parents, thereby maintaining consistency and ensuring that children's strengths and interests observed at home are reflected and further developed at the pre-school. This is established through regular, two way sharing of information regarding children's needs, achievements and abilities and through encouraging parents to be involved in activities within the pre-school. Feedback from parents is positive. They particularly value the positive relationships their children develop with staff and the fun play environment of the pre-school.

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

Staff have a good knowledge and understanding of children's skills and abilities. They are able to describe goals for their next steps and activities they will offer to help children meet these. However, this is not clearly reflected in the systems used for recording children's development. Records do track children's progress along

the early learning goals and are shared with parents and settings children move on to after pre-school.

Staff are skilled at planning and leading activities that support and challenge children's learning in all areas. Children develop their understanding of maths and calculating during group time as they count the number of boys and girls present and state if there are more girls or boys. They enjoy regular music sessions where they develop listening skills and use various instruments to beat or shake, loudly or quietly, in time to music and to mirror staff.

On some occasions staff spontaneously ask questions and support children to extend their learning by following their interests in their chosen activities. For example, on a previous day children had started to make bridges, using cartons and boxes, to use with the train track. The following day children continue this in the creative area, making trains, houses and stations. Staff give appropriate materials to children who become frustrated when the wheels won't attach to the train. This enables children to develop skills in design and making, fine motor skills, confidence and a high self-esteem as they take pride in their achievements.

Children play happily; independently, with peers and with adults. They are fully engrossed in their play and confidently make choices throughout the play session. Their excellent communication, social skills and imagination are demonstrated as they develop complex role play situations in the home area. They set the oven timer and count to 10 as they wait for dinner to cook. They plan and negotiate their roles and clearly explain that the book and pencil in the kitchen area tell them the ingredients they need for cooking. Pencils and writing books are also available in other areas of the room, encouraging all children to mark make and learn the value of writing. However, there is not a dedicated writing area in the room with resources to further develop children's skills in this area. A love of books and pre-reading skills are fostered as children and parents choose books to take home each morning. Throughout the morning children spend time in the book area, sharing books with staff and 'reading' stories out loud to themselves as they remember the story and study the pictures.

Children develop independence in their personal hygiene and an understanding of the importance of developing healthy lifestyles through activities and visits from health professionals, such as the dentist.

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 | 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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| 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

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

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