

Mather Street Pre-School

Inspection report for early years provision

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Inspector Susan Lyon

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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

Mather Street Pre-School was registered in 2010 and is privately owned. It operates from a classroom in Mather Street Primary School in Failsworth, Manchester. A secure area is available for outdoor play. The setting is registered on the Early Years Register to care for a maximum of 18 children at any one time aged from two years. There are currently 32 children on roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. Children attend from the local and surroundings areas. The setting is open each weekday from 9am until 3.30pm term time only. There are four members of staff, half of whom are qualified. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children enjoy themselves at the setting and have great fun. The staff have a good understanding of the Early Years Foundation Stage framework and help children to learn in a colourful, welcoming and inviting environment. Effective observation and assessment arrangements help children make steady progress. All documentation is in place and the children's safety and welfare are mainly promoted well. All children are included and their individual needs met, although play resources reflecting the wider world are limited. The setting demonstrates strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- increase resources reflecting culture, disability and gender in order to help children become aware of the wider world
- provide sufficient shade in the outdoor play area to keep children safe from the harmful effects of the sun.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare are promoted well through detailed written risk assessments carried out on the premises, and action taken is recorded and dated. Numerous safety measures in place create a safe and secure environment for children. An emergency escape plan is in place and regularly practised, contributing to children's safety while on the premises. Space and resources are organised to allow all children to move around freely and safely. All written policies and procedures are in place to ensure the safe and efficient management of the provision, such as a policy for a child lost or missing, valid first aid certificates and up-to-date public liability insurance. Children are protected through staff being

qualified and vetted. Staff have a good understanding of child protection procedures and are deployed well to respond to children's needs promptly and sensitively.

The staff team constantly evaluates the setting and devises action plans at weekly meetings to bring about ongoing improvements. For example, the setting has recently increased age-appropriate toys, such as stacking towers and building bricks. It has implemented a procedure for closing the bathroom door during nappy changing to ensure privacy for children and introduced flexibility to play plans to take into account children's interests and preferences. The manager leads the staff team effectively through acting as a positive role model and introducing new ideas, such as extending the construction area to include junk boxes. The manager is highly committed to improving the service as she motivates staff and maintains enthusiasm by holding performance management meetings to identify strengths and areas for training. Feedback is sought from parents through sending out letters requesting comments and suggestions for improvements to the service. Furthermore, staff are well supported in attending ongoing training to increase their knowledge and skills, such as on safeguarding and food hygiene.

Children benefit significantly from staff working closely with parents in a open, honest and supportive way. For example, when introducing toilet training, methods are discussed and agreed with parents and staff follow home routines to ensure consistency of care for the child. Parents are welcomed into the setting and daily communication keeps them informed of how their child is doing. Parents are involved in children's learning and development through the sharing of observation files at any time, and parents' comments are extremely valued through the completion of weekend sheets. These are an effective link between home and the setting and promote children's speech and language well by allowing conversation to be initiated about what the child has done or where they have been at the weekend. Parents of new children receive a wealth of information, such as a range of detailed policies, menus and activity play plans. Relevant information regarding the uniqueness of each child is obtained from parents, such as about who the child lives with and their pets, likes and interests. Children's individual needs are discussed with parents and recorded on registration forms including health and dietary needs.

Staff talk to children about differences in order to promote awareness and understanding. Children are supported well to develop English and their home language is highly valued through staff learning key words and displaying words in Polish. Diversity is valued through activities recognising different countries and cultures, such as making England flags, food tasting at Eid and saying 'hello' in Spanish at circle time. However, resources reflecting culture, disability and gender are limited, which hinders children's awareness of the wider world. All children are included in activities through staff changing or adapting the way play is provided to suit all levels of ability. In addition to resources being accessible, the building and learning environment is suitable for all as it is on the ground floor and has adapted toilet facilities. The setting has established strong links with other settings providing the Early Years Foundation Stage framework, such as local children's centres and schools, through arranging meetings with teachers, sharing events and concerts, and arranging visits for new children in order to ensure progression

and continuity of care and learning. Children benefit greatly from the setting working closely with other agencies, such as social workers, through the sharing of information to help children progress and achieve.

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

Staff help children to learn by spending time talking to them and asking them questions. Staff have a good understanding of the Early Years Foundation Stage framework and provide a rich learning environment covering all areas of learning. Staff effectively find out children's starting points on entry to the setting through the completion of initial development records, and good observation and assessment arrangements help children make steady progress towards the early learning goals. For example, children know that print carries meaning as they write down appointments in the hairdresser's. They give meaning to their marks as they say 'It's my writing.' Children speak clearly and with confidence, such as 'It's a ladybird; it's got four legs.' Children show interest in toys incorporating technology as they press buttons on calculators and operate sound and musical toys. Children love to be outdoors and show interest in the world as they enjoy planting sunflowers and watching them grow. Children seek to do things for themselves as they pour their own drinks. They persist for periods of time in activities of their choosing and show pride in their achievements as they excitedly shout 'I've done two' when completing puzzles.

Children clearly understand the numbers one and two as they say 'I get two cups' and older children confidently count to seven. Children move in a range of ways, such as kicking balls and climbing steps. They engage well in activities requiring hand and eye coordination and use their imaginations well as they create paintings, collages and drawings. Children freely explore the environment as they easily access play resources and, at times, benefit from adult-led activities such as looking at books together and craft activities. The children develop their senses through exploring a good range of textures and materials, such as touching and smelling the pineapple, wooden objects, sponges, feathers, shells and pebbles. Staff help children to learn to keep themselves safe through frequent discussions. The children show they feel safe as they move around confidently and safely. An effective key worker system contributes to children's care and well-being by ensuring individual needs are met and liaison with parents. The children benefit from fresh air and exercise every day, although there is insufficient shade during hot weather to keep children safe from the harmful effects of the sun. Children who are ill are excluded, and the use of paper towels and thorough nappy changing routines help prevent the spread of infection.

Children understand the importance of hand washing as staff explain that it is to get rid of germs. Children make healthy choices at snack times, such as raisins and fresh fruit, and water is freely available to keep their bodies healthy and hydrated. Staff treat children with kindness and consideration and, as a result, children are eager to play and join in activities. Children feel a great sense of belonging as they often enjoy hugs and cuddles from staff. Children thrive as their emotional needs are met through staff placing strong emphasis on the importance of children

having their own comforters with them. Children and parents are valued as staff carry out home visits to help them settle and parents are invited to stay with new children at the setting to help them become familiar with the surroundings at their own pace. Children's behaviour is managed positively through clear boundaries and explanations, which contributes to their confidence and self-esteem. Children are prepared well for transition from the setting to school through the completion and sharing of transfer information slips including home language, parents' comments and additional needs.

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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