

# Standish Under Fives

Inspection report for early years provision

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**Unique reference number** 322894  
**Inspection date** 12/07/2010  
**Inspector** Kay Armstrong

**Setting address** Standish High School, Kenyon Road, Standish, Wigan,  
Lancashire, WN6 0NX

**Telephone number** 01257 400 901

**Email**

**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*.

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.

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## Description of the setting

Standish Under Fives is owned and run by a charitable committee and opened in 1978. The setting operates from within a double portable cabin, located in the grounds of Standish Community High School, in the Standish area of Wigan. The facility serves the local and wider community and is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Children have access to a secure enclosed outdoor play area. The setting is open 8am to 5pm Monday to Friday, during term time. The setting also runs a holiday club. Children attend for a variety of sessions during the week.

A maximum of 40 children aged under eight years old may attend the setting at any one time. The setting currently takes children from two years old and also offers care to children aged eight years old to 11 years old. There are currently 64 children on roll, all of whom are in the early years age range. This includes 40 children who receive funding for early education.

The setting employs 10 members of staff. Of these, two staff have an early years degree, five staff have a National Vocational Qualification to level 3 and three staff are working towards gaining a level 3 early years qualification. The facility is a member of the Pre-School Learning Alliance and gains support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make excellent progress and thrive in this inclusive environment because staff have a very good understanding of the Early Years Foundation Stage framework. A wide range of interesting and stimulating activities are provided by an enthusiastic staff team. Effective partnerships with parents and other early years providers which ensure children's unique and individual needs are recognised and met consistently. Good systems are in place to monitor and evaluate the provision demonstrating a commitment to continuous improvement and promoting positive outcomes for the children.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- seek information regarding who has legal contact with the child; and who has parental responsibility (Safeguarding and promoting children's welfare). 30/07/2010

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

- extend the staff recruitment and selection procedures to include medical suitability
- develop further the outdoor play resources to appropriately challenge the older and more physically able children.

## **The effectiveness of leadership and management of the early years provision**

Comprehensive safeguarding policies and procedures ensures that children are well protected and effectively safeguarded. Staff clearly demonstrate they have a good knowledge of the indicators of abuse and they are clear about procedures to follow in the event of any concerns arising. Children are encouraged and supported to behave in ways which are safe for themselves and others. They practice the emergency evacuation procedures regularly, ensuring they know and understand what to do in the event of a fire. Staff respect the children in their care and ask permission from them before carrying out everyday care routines, such as washing their faces or changing their nappies. This practice helps to empower children and therefore supports them to feel safe and secure. Staff are well qualified and effectively deployed, to ensure good and consistent levels of support for all the children are maintained. There is a clear recruitment policy in place, however this has not been extended to include medical suitability, which may impact on children's overall safety in the future.

Positive partnerships with parents and carers and other providers of the Early Years Foundation Stage have been established. This contributes significantly to children's care, well-being and learning. The effective key person system ensures children benefit from high levels of interaction and care from familiar adults who know them well. All records, documents, policies and procedures are well maintained, regularly reviewed and updated when applicable. However, information regarding parental responsibility has not been sought, which is a requirement of the Early Years Foundation Stage.

Equality and diversity are promoted well through a broad range of resources and activities, which fosters children's understanding of the world around them. There are effective systems in place to monitor and evaluate the provision. The staff team work well together and demonstrate a commitment to continuous improvement. For example, they have successfully met the recommendations raised at the last inspection, and areas for improvement to enhance children's learning and overall welfare have been identified and appropriately targeted.

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

Children are enthusiastic, active, curious and inquisitive learners, who thoroughly enjoy their time in the setting. They make excellent progress in all areas of their development, because staff plan a wide range of activities which link into the early learning goals and capture their imagination and interest. Staff make sensitive observations of the children and use the information gathered to inform the

planning of future activities. Children's learning journeys are shared with parents, keeping them informed of children's progress. Children play in a print rich environment, which supports their understanding that print carries meaning. They write with a purpose, as they write their name on their own creative work. Children's problem-solving, reasoning and numeracy skills are consistently supported and challenged by the skilled staff team. They ask open-ended questions, which helps children to think and reason. Children count readily and use mathematical language in everyday situations. For example, they count the number of children present and check to ensure they have the corresponding number of chairs around the table at lunch time.

Interesting learning environments are provided both indoors and outside. The areas of continuous play are well resourced and children are able to select from a broad range of toys and books easily, fostering their choice and independence. Children are developing a broad range of skills for the future. Many children are competent in using the computer and they have good access to a range of programmable resources. Children have fun, as they play traditional games outdoors such as, 'The farmer is in his den' and 'What time is it Mr Wolf?'. They develop good control of their bodies as they run around, refine their ball skills, climb, slide and ride wheeled toys. However, the outdoor resources do not always provide sufficient challenges for the older children.

Children know about good personal hygiene routines. Parents are given accurate information about how to provide healthy and safe packed lunches for the children. Snack and meal times are extremely sociable occasions, as children chatter together while they eat. They are encouraged and supported to be independent. They confidently help themselves and their friends to drinks of water, plates and spoons and take responsibility for tidying away as they finish. Children are developing a good sense of personal safety. They understand the rules because staff explain to them about dangers, such as carrying chairs properly and the possible consequences. Children cooperate and share while they play, they have clearly developed positive relationships with the staff and firm friendships with each other.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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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## **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