



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 305429

DfES Number: 582554

### INSPECTION DETAILS

Inspection Date 10/05/2004

Inspector Name Jane Shaw

### SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name Whirley Pre-school Group

Setting Address Broken Cross Methodist Church  
Whirley Road  
Macclesfield  
Cheshire  
SK10 3JR

### REGISTERED PROVIDER DETAILS

Name Whirley Pre-School Group 1056256

### ORGANISATION DETAILS

Name Whirley Pre-School Group

Address Broken Cross Methodist Church  
Whirley Road  
Macclesfield  
Cheshire  
SK10 3JR

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Whirley Pre-school has been registered as a pre-school facility since 1996, and offers sessional care for children aged from two to five years.

The pre-school is organised and managed by a committee of elected parents, who are registered to provide sessional care for a maximum of 26 children.

The group operate, Monday to Friday from 09:15 to 11:45, and Monday and Thursday from 12:30 to 15:00, term time only.

The group operate from within Broken Cross Methodist Church, Macclesfield, and have access to one large pre-school room, the church for various services, toilets, including a disabled toilet, and hand washing facilities. The group have access to the main kitchen for the preparation of snacks. There is also access to an enclosed rear outdoor play space. The building has appropriate disabled access arrangements.

There are currently seven members of staff, four of whom are appropriately qualified, with a further one currently on training. All staff work directly with all children.

The pre-school are members of the Pre-school Learning Alliance, and are in receipt of nursery education funding for both three and four-year-old children.

There are at present 48 children on the group's register, of whom, 13 are funded four-year-olds, and 25 funded three-year-olds. There are no children currently attending for whom English is an additional language. Children who have been identified as having special educational needs are well supported within the group.

As the group is in receipt of nursery education funding, they have access to a Foundation Stage teacher and other advisory staff from Sure Start Cheshire.

### How good is the Day Care?

Whirley Pre-school are providing good quality care for children.

The setting is well organised in terms of staffing and use of available space, to provide a range of activities and experiences for the children. Staff are well organised, with specific responsibilities within the team and during sessions. There is a good ratio of qualified staff who are committed to on-going training. Staff interact well with the children, giving good supervision and support to children in their activities. Staff provide a welcoming environment by using colourful displays of children's work and by preparing the room prior to arrival. Policies, procedures and the operational plan are comprehensive and well produced. All relevant documentation is in place.

Children are cared for in a safe, secure and healthy environment, staff are vigilant about the children's safety however, they need to ensure the electrical installation check is completed. Healthy snacks are offered mid-morning. Children are encouraged to be independent and to have good hygiene practices. All children are encouraged to, and have the opportunity to participate in all activities and experiences. Staff have an understanding of child protection issues, however, the designated member of staff should complete training in this area to further their knowledge in this area.

Staff plan a good range of activities and experiences for all. Sessions are planned around themes and involve the children in interesting and stimulating activities. The provision of these activities and opportunities, good resources and staffing have a positive impact on the provision and the children's development and achievements. There is a good behaviour management policy in place which focuses on the building of self confidence and self esteem.

There is a very good partnership with parents, they speak positively about the care and opportunities their children receive and the welcoming environment.

#### **What has improved since the last inspection?**

The registered providers were asked to address three actions at the last inspection.

The setting were asked to formulate a procedure to record complaints. The group have devised an appropriate policy including contact details for Ofsted as the regulator and the procedure that would be followed in the event of a complaint being made. They have also devised a complaint form for parents or carers to use if this were to be necessary.

A second action asked the setting to ensure that appropriate remedial work was carried out to guarantee effective drainage within the toilet areas, and to fit covers to the drains in the outdoor play area. Both issues have been appropriately addressed.

The final action asked the group to ensure that parents countersign medication administration records. Appropriate records are in place, and parents are aware of the need to ensure that they sign for any medication given. To date this has not been necessary, however, the group are aware of the need to ensure this is carried out.

All actions have been appropriately addressed, these responses ensure that the children are cared for safely and that parents have access to appropriate policies

and information.

#### **What is being done well?**

- The group have a good recruitment procedure and induction pack for new staff, students and volunteers. There is a comprehensive operational plan, policies, procedures and information in line with the DfES 14 National standards for sessional care.
- The organisation of the available space within the premises, staffing and activities is providing the children with an environment in which they are receiving good quality childcare.
- There is a well planned programme of activities and opportunities, these are well introduced and executed, interesting and stimulating and have a positive impact on the children's learning and development. Activities are supported by a good range of resources and equipment.
- Children are cared for in a safe and secure environment, staff are vigilant about the children's safety at all times. There is a nominated person responsible for health and safety issues and for carrying out regular risk assessments. Children are offered healthy mid-morning snacks. Snack times are well organised and made into social occasions for the children, with staff spending time at the tables talking and listening to children.
- Staff work well with children with special needs. They provide appropriate support in terms of staffing and resources to ensure that all children have the opportunity to participate fully in all activities.
- There is a very good partnership with parents. Parents receive good quality information about what the provision has to offer their children in terms of their care and education. Parents receive regular verbal and written feedback on their children's development, achievements and general well-being. The staff use a weekly 'home link' book to keep parents up to date with events during the week.

#### **What needs to be improved?**

- the safety of the building in relation to the electrical installation check
- the securing of a place on an appropriate child protection course for the designated person responsible for child protection issues.

#### **Outcome of the inspection**

Good

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	ensure that the electrical installations are carried out as required (every five years).
13	ensure that the member of staff who has responsibility for child protection issues attends an appropriate course.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision of funded nursery education at Whirley Pre-school is acceptable and of high quality, which enables the children to make very good progress towards the Early Learning Goals in all six areas.

The quality of teaching is very good, staff have a good understanding of the early learning goals and how children learn. They are good role models and as a result children's behaviour is good. There is a well planned programme of activities and experiences to support children's learning in all six areas. Planning is well monitored and evaluated. Observations of children's development and achievements is continuous, records track how they are progressing across the stepping stones. Planning evaluations and children's assessments are used to plan future topics and activities and the 'next steps' for children. Staff support the children well in their activities and give individual children a good level of support. Those children with special educational needs are encouraged to participate fully.

The leadership and management of the setting is very good. Staff have clearly defined roles within the setting as a whole and on a daily basis during each session. Staff work together well as a team and are committed to the on-going improvement and development of the provision. There are plans to develop the outdoor play space to enhance indoor/outdoor activities, this is a point for consideration.

The pre-school's partnership with parents and carers is very good. They have access to introductory information on the group. They also have information on the educational provision and the early learning goals, plans and activities, to enable them to participate with their child's learning at home and within the group. Regular feedback is given to parents and carers, the group also operate an 'open door' policy. Staff are intending to produce a written termly report for parents and carers on their child's development, which is drawn from their developmental records.

### What is being done well?

- Staff work well with children with special educational needs, children are included in all activities. They work closely with parents, carers and outside agencies to ensure that the children's needs are being met and that appropriate resources are made available to enable all children to participate.
- Parents and carers are kept well informed regarding their child's progress. Information on planning and activities is available for parents and carers to view. Parents and carers receive written information about what the pre-school has to offer them and their child, and receive regular verbal and written feedback on their child's progress and achievements. The setting operate an 'open door' policy and use a 'home link' book which is completed weekly, parents and carers also have access to written records and will receive a written termly report.

- Staff have an appropriate behaviour management philosophy which looks at developing children's self confidence and self esteem. This philosophy, coupled with staff as good role models and good staff interaction in activities, results in children's good behaviour. Children are independent, polite and show care and concern for others.
- Good quality teaching and staff interaction ensures that the children are learning and achieving well. Children are developing good language and communication skills, and are confident when speaking in front of large and small groups and visitors to the group.
- A well planned programme of activities and opportunities is in place which gives appropriate emphasis across all six areas of learning. These plans are well evaluated and monitored and are used to inform future planning. The recording of children's development and achievements is continuous and is used to complete their assessment records. These observations and records are used to plan future activities.

#### **What needs to be improved?**

- the continuation of plans to develop the outdoor play space to enhance the provision for indoor/outdoor play, which will allow for the free flow of movement.

#### **What has improved since the last inspection?**

Very good progress has been made in response to the point for consideration made at the last inspection. The setting were asked to continue to evaluate the success of the educational programme giving high priority to staff development, to ensure that the high standards are maintained.

Staff continue to meet regularly to discuss children's progress, to monitor and evaluate planning, and to plan for future themes of work. The setting subscribe to various childcare and education publications to which all staff have access. Staff have close contact with Sure Start advisory staff and through them are able to attend relevant courses and meetings. Staff have attended and continue to attend training, they operate a system of cascading information to other members of the team at their regular staff meetings.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and are able to speak in front of others in both large and small groups, and to visitors in the setting. They are independent in terms of personal tasks and selecting toys and equipment. Children have good relationships with both staff and each other. Staff have high expectations of the children and the children's behaviour is good. Children express their emotions appropriately when offered exciting experiences, and are happy and motivated to learn new things.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently speak in front of others and ask questions of visiting speakers. Their language and vocabulary skills are developing well. Children have opportunities to use language to think, predict and describe, as they take part in a variety of activities. Children sit quietly and listen attentively to stories, to instructions given by staff, and to each other at 'show and tell' time. Children have good pencil skills, writing their name or mark making, and recording observations.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are developing a good understanding of shape and size and the use of positional language. Some children are able to count independently from one to ten and beyond, as they count each other at register time, objects, and as they move their counters during a board game. Opportunities are made available for the children to develop their understanding of sequencing and pattern making during focused activities. Children recreate patterns, and match and sort as they help at tidy up time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are presented with many good opportunities to think about and look at the world and nature as they are involved in topics looking at 'hot' and 'cold' countries. They look at the weather, vegetation, cultural differences, festivals and the different kinds of animals found in these areas. Children look at the environment and think about caring for living things. Information is enhanced by visitors to the group, including a vet and lady from South America who talks about growing sugar.



**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move confidently and safely around the room and outdoors, showing an awareness of space, toys and others. A range of equipment enables the children to practise skills of climbing, balancing, travelling under, through and over, throwing and catching. The children are competently able to use a range of large and small tools and equipment including scissors, pouring water through tubes and funnels, a computer and mouse, and a stethoscope as they treat wild animals during 'vets on safari'.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use a variety of techniques and textures in their art work, they use newspapers to create black and white pictures, natural materials and collage. They are involved in spontaneous role play both with and without adult support, where they use their imagination and developing language as they play in the 'jungle', observing wild animals. Role play areas are well resourced. Children have access to music and musical instruments, and have made their own 'wet' and 'dry' instruments.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## WHAT THE SETTING NEEDS TO DO NEXT

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but the following point for development should be considered in the Action Plan
- continue with plans to develop the outdoor play space to enhance the provision for indoor/outdoor play, which will allow for the free flow of movement.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*