

Bramhall Methodist Church Pre-School

Inspection report for early years provision

Unique reference number EY360030
Inspection date 07/03/2011
Inspector ISP Inspection

Setting address Methodist Church, 23 Bramhall Lane South, Bramhall,
STOCKPORT, Cheshire, SK7 1AL

Telephone number 07905774217

Email

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 assesses 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.

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

© Crown copyright 2011

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

Bramhall Methodist Church Pre-School registered in 2007 and is based in the Methodist Church in Bramhall, Stockport, Cheshire. The groups operates from dedicated rooms on the first floor which is accessed by stairs. There is a fully enclosed area available for outdoor play.

The pre-school opens during school term times Monday to Friday 9.15am to 12.15pm and 12.30pm to 3.30pm. There are extended sessions Monday to Wednesday from 9.15am to 3.30pm. Children are able to attend for a variety of sessions. A maximum of 30 children may attend the pre-school at any one time. There are currently 48 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three and four-year-olds. The group supports children who speak English as an additional language.

The pre-school employs nine members of child care staff. Of these, seven hold appropriate early years qualifications at Level 3 or above and two staff are currently undertaking training for Level 3. The group is managed by a voluntary committee. They are members of the Stockport Pre-School Providers and receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time at the pre-school. They make good progress in their learning and development and overall their welfare is strongly supported. Staff have a good understanding of equality of opportunity and inclusive practice is carefully promoted. Links with parents and the liaison with other providers are effective and help to ensure consistency in children's care and learning. Proactive reflection and evaluation of all aspects of the setting ensure there are strong aspirations for developing the quality of the setting and to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the comfort and safety of the children by making sure the temperature of the hot water in the bathroom and the radiators in the rooms accessed by the children is maintained at a suitable level
- support further the balance of adult-led and child-initiated activities with particular regard to developing the variety of free-choice resources available with particular reference to mark-making, natural and creative activities.

The effectiveness of leadership and management of the early years provision

Children are well-protected as there are clear safeguarding children procedures and staff have a good understanding of their responsibility in protecting children. Written daily checks and risk assessments are carried out and all areas, equipment and resources are in good condition. However, there is a potential impact on children's safety as at the inspection the radiators in the rooms accessed by the children and hot water taps in the bathroom were uncomfortably hot. Regular, evaluated fire evacuation drills are completed and staff practice evacuation from a first floor escape window. All required policies, procedures and records are in place and carefully maintained. Required checks are completed and management are clear about ensuring the ongoing suitability of staff. Children's welfare is supported well as the staff complete and appropriately involve the children in established consistent hygiene and safety procedures.

Children's learning and well-being is successfully promoted as the staff are knowledgeable about the learning and development elements and welfare requirements of the Early Years Foundation Stage. All areas of learning are visited within the planning. Each child has an assessment file which details individual progress and children's next steps. This, alongside children's interests, themes and events is used to inform planning. Child-initiated activities are offered and all children are able to select activities and planning is readily changed to meet children's ideas and interests. However, in the free-choice mark-making area and a water activity resources are limited, therefore there are some lost opportunities.

Inclusive practice, equality policies and procedures are carefully implemented throughout the setting so that all children have their welfare needs met and achieve as well as they can. Individuality is respected and responded to well. Partnerships with parents and carers are secure and each child's individual needs and culture is recognised, supported and celebrated. To ensure their welfare and learning needs are met staff gather valuable information from parents about each child. Parents have access to the group's policies, procedures. An open-door policy for them to discuss any issues is part of the ethos of the group. Planned drop-in sessions and a parent representative on the management committee enrich partnerships. Each child has a 'Topic Book' with examples of creative work, photographs and text about their experiences which parents receive when they leave the setting.

Links with other services are proactive. There is effective two-way involvement with the local school and the group is part of local cluster meetings of child-care providers. The management team are passionate about developing all aspects of the setting and there is a pro-active ethos to evaluate all areas by the staff team. Areas that require development are clearly recognised and changes are made in workable stages. Consequently the outcomes for the children are continually improved.

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

Children are very happy and settled at the pre-school. The learning environment effectively supports children's progress towards the early learning goals and children's learning is promoted throughout. Children confidently self-select and enjoy activities alone, in small groups or with an adult. For example, their problem solving skills are enhanced as they construct figures by following pictorial instructions. Staff are skilled at encouraging children's critical thinking as they present challenging questions. They are caring with very positive interaction between themselves and the children. Children's communication skills are promoted well as staff and children hold detailed conversations about their experiences, family and lives.

Children are learning good social skills as staff consistently follow through and explain reasons for good behaviour and children are encouraged to consider each other's feelings. A strong sense of self is promoted as staff use positive encouragement and praise. Throughout the setting there are displays, posters and resources to expand children's awareness of the world. Activities and creative projects including national and international celebrations are supported by role play and displays. For example, a map display of 'The World' and the United Kingdom include pictures of people, culture, nature of the area and postcards sent to the children. Their learning about international and local communities is enhanced as they are involved, in partnership with the church, in supporting a school in Kenya and the children make and take nativity scenes to local care homes. Signing is used throughout. Rhymes, singing and music is part of the daily routine and at home-time and planned group time, spontaneous singing and rhymes enrich children's experiences. Throughout numbers, colour and name recognition is promoted throughout the setting.

Children learn about caring for the environment as they learn about recycling through a display and actively recycle paper and card. Their imagination and creativity is enhanced as they make and paint their own trains, cruise ships and cars from junk boxes. In a theme about the book 'Elmer the Elephant' cut-off plastic milk bottles are used to make elephants. All children have the opportunity to undertake a wide variety of planned and spontaneous creative, small world and role play activities where they can express their imagination. They learn about the senses through themed activities which include making 'feely boxes' with natural items and textured material. They experiment with taste and smell as they investigate different fruits. Children's understanding of nature is promoted by examining natural items such as bark and leaves using magnifying glasses.

Children's welfare and safety is robustly supported. They feel safe in the pre-school and with the staff as they confidently approach adults and respond positively to the established hygiene and safety routines. They learn about danger by themed activities, for example, children were visited by a road crossing patrol officer who spoke to them about road safety. Children understand the reasons for safety rules as staff consistently remind and encourage them to think about issues such as why they do not run in the setting, how to use the stairs properly and looking before

they jump off outdoor equipment. Physical skills and confidence is enhanced as children undertake personal challenges and take risks safely on outside equipment. Children learn about healthy eating through themed activities. During a senses theme they create craft food and make pizza using healthy items. During a spontaneous story children were encouraged to say which type of foods are healthy. Throughout related activities, daily routine and snack time staff talk to the children about healthy eating, self-care and promote good hygiene.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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