

Manifold Pre-School

Inspection report for early years provision

Unique reference number 218188
Inspection date 21/03/2011
Inspector Parm Sansoyer

Setting address Manifold County Primary School, Warslow, BUXTON,
Derbyshire, SK17 0JR

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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

Manifold Pre-School registered in 1992. It operates from a designated room and an outdoor play area within Manifold Primary School, Warslow, Derbyshire. The setting serves the local area. The setting is open Monday to Friday during the school term. Sessions are from 9am until 12 noon, with a lunch club that operates from 12 noon until 1pm. A maximum of 20 children aged between two and five years may attend at any one time. Currently there are 20 children on roll, all of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register. It is in receipt of funding for early education places. There setting supports children with special educational needs and/or disabilities. There are five members of staff who work with the children. Of these, three hold a National Vocational Qualification (NVQ) at level three, one holds a NVQ at level two and the other unqualified member of staff is working towards a NVQ at level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children display a strong sense of security and are happy and settled. An interesting, well equipped and welcoming environment, which is mostly used well, contributes to children making good progress in their learning and development. There are effective procedures in place to ensure all children are kept safe and all staff have a good understanding of safeguarding issues. Partnerships with parents and the school and other agencies are good. Self-evaluation is ongoing and is effective in identifying the setting's strengths and areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to engage in physical activities during sessions
- extend further the role play area to offer a broader range of experiences, to help further extend children's play and imagination.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are good. There are clear policies and strategies in place to ensure the safety and welfare of children. These include an effective safeguarding children policy and the procedures to follow in the event of an allegation being made against a member of staff. All staff fully understand their roles and responsibilities in relation to securing children's welfare. Those adults caring for children are suitably qualified, vetted and experienced. All the required records, policies and procedures, including written risk assessments and many

additional health and safety policies, are in place and help secure children's health, welfare and safety. The small size of the setting and an effective key worker system means adults know the children well and plan effectively for their development. Staff use a range of positive teaching methods and plan a broad range of activities and experiences for children to explore at their own leisure. Good planning makes children's learning effective, exciting and varied. They benefit from a balance of adult-led, freely chosen and child-initiated activities in many areas of learning. Children's special educational needs and/or disabilities are included, valued and supported well. Good progress has been made since the last inspection and all of the recommendations have been addressed. Consequently, children's enjoyment and achievement levels have improved. Those in charge and the staff team are enthusiastic and clearly enjoy their time with the children. They recognise the value of continuous quality improvement and engage well with advisory teachers and draw on a full range of quality systems in order to help improve outcomes for children.

Partnerships with parents and carers are good. They receive detailed information about the setting, events and policies. Parents are consulted on induction about their child's care and development, which helps staff effectively plot their development and raise achievement. Parents are kept well informed about their children's progress and are encouraged to contribute their thoughts and observations by the welcoming staff. This friendly approach means all children's needs are met very well. Partnerships with the school and other agencies are effectively established and help support transition, continuity of care and additional advice for those children with special educational needs and/or disabilities.

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

All children develop close relationships, which lead to the growth of their self-assurance, and allows children to explore from a secure base. Children have the space to concentrate on activities and experiences and develop their own interests. They enjoy the routine and respond well to changes. For example, children happily get ready to have their snack in the school dining hall. All children are involved, busy and occupied with the wide range of opportunities on offer to them and show sustained levels of interest and concentration. Children's communication, language and literacy skills are supported well. A wide selection of books is available in a quiet area and staff use stories well to reinforce interests and learning. Children develop a fondness for books through daily story sessions, when they eagerly gather together on the mat. They respond well as they develop their spoken language during circle time and registration. Many children recognise their own names and can sound out some of the letters in their own and other's names. Opportunities for early mark making are incorporated well through the creation of a writing area and because children use writing during their play, both in the outdoor and indoor areas.

The children's knowledge and understanding of the world is supported well. Children engage in a range of meaningful experiences in which they encounter creatures, people, plants and objects in their natural environment. For example,

many parents bring animals, such as lambs, puppies, rabbits and chicks, for the children to touch and observe. The children have also been involved in following the life cycle of a frog. They have planned opportunities to question why things happen. For example, children have been planting flowers and bulbs and can talk about the effects of the sun and water on plants. Children are introduced to a range of cultures through many meaningful experiences and use books, puzzles, visual aids and a variety of resources as they play. They seek patterns, make connections and recognise relationships by working with numbers and shapes. Children use a broad range of construction toys and puzzles to problem solve. Many children enjoy the computer and use it well to help support their learning, by playing educational games which reinforce mathematical concepts. Children enjoy a wide range of experiences to express their creativity through using a variety of arts and crafts materials. Children thoroughly enjoy using their senses to explore and are intrigued by the feel of ice cubes. The basic role play area is enjoyed by some of the children, who use their imagination to adopt different roles. However, it lacks challenge and does not offer a broad enough range of experiences, to help further extend children's play and imagination. Children show a real interest in a varied range of musical instruments, which are used well during sessions and are easily accessible for children to use at their leisure.

Children are well behaved due to the praise and encouragement they receive and the positive relationships they develop with staff. They have a good understanding of their own and other's safety as they learn about how to avoid dangers. Children are provided with a healthy snack of fresh fruits, wholemeal toast, milk and water and are positive about healthy lifestyles. There are effective practices in place to prevent the spread of infection and children enjoy a clean and hygienic environment. Children have some planned opportunities to use the school hall and field, which offers the children some good opportunities to increase and test their physical skills. However, although the outdoor area is made available throughout the session, children mainly engage in creative and imaginative play rather than physical activities. Therefore, daily opportunities for exercise are not always effectively planned into the routine of the session. Overall, children successfully develop skills that contribute to their future well-being and develop good habits as active, inquisitive and independent learners.

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
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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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