

Holcombe Brook Methodist Pre-School Playgroup

Inspection report for early years provision

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Inspector	Wendy Fitton
Setting address	Holcombe Brook Methodist Church, Bolton Road West, Ramsbottom, Bury, Lancashire, BL0 9QZ
Telephone number	07940 157 452
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Holcombe Brook Methodist Pre-School registered in 1992 and is run by a committee. The group operates from within church premises in the Ramsbottom area of Bury, Lancashire. The pre-school caters for children aged from two and half years up to five years.

The pre-school is registered for a maximum of 42 children up to five years on the Early Years Register. There are currently 30 children on roll in the early years age range. The pre-school provides funded early education for three and four year olds.

The pre-school is open five mornings a week term-time only from 9.15am to 12.15pm. On Monday and Wednesday a lunch club is available until 1.15pm. Children have access to a secure outdoor play area. There is a team of six staff, including the manager. One member of staff is unqualified, another member of staff is working towards Level 3, two members of staff are Level 3. The Deputy manager is a Level 4, the manager is a Level 5 and also holds a Foundation Degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a welcoming and child-centred environment. The environment is fully inclusive and reflects the children's backgrounds and family lifestyles. Children's individual needs are met through the planning of experiences and learning opportunities that are interesting and varied. There are excellent partnerships established with both parents and carers, with good links with other professionals to meet the children's welfare and developmental needs. The system for evaluating the quality of the provision is effective.

What steps need to be taken to improve provision further?

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

- develop areas and resources of the continuous provision to challenge and extend children's play and learning; for example water play.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through the policies and procedures that are in place that ensure those working with children are safe to do so. The pre-school's safeguarding policies are implemented, and staff know their role and duty in keeping children safe from harm. Staff are experienced and qualified in aspects of learning and welfare of young children. There are weekly detailed risk

assessments of the premises and outdoor areas. Health and safety practices are in place that ensure children's safety and well-being are maintained at all times. Management, staff and parents are involved in the self-evaluation process through questionnaires and meetings. This ensures that everyone can channel their efforts and ideas into successfully improving the outcomes for children and the provision. The pre-school have responded positively to the previous recommendations from the last inspection and children now access drinking water throughout the sessions, the security systems of the pre-school areas are now improved, daily attendance registers are now consistently completed and children freely access continuous play provision and resources throughout the sessions.

Partnerships with other professionals are evident and ensure children are supported and that there is continuity of learning and care. For example, links with the local primary schools where children attend after their term in pre-school, the area inclusion officer liaises with staff and the families to support the transition to school and support and advice from local early years networks. Staff plan the resources and the environment in line with the six areas of learning. However, some areas and resources of the continuous provision do not always challenge and extend children's play and learning.

Partnerships with parents are exemplary and help children to feel secure. Parents are involved on the management committee and are fully aware of the organisational procedures and policies. Parents are fully involved in fundraising events and set up their own coffee mornings, clothes swap days, raffles and are involved with special activities with their children such as picnics, Easter egg hunts and recycling events. There is a wealth of information around the environment for parents to read and this includes planning information, newsletters, local community information about classes and activities at the local childrens centre. Parents are involved in all aspects of their children's routines and activities together with the key worker who shares important information on a daily basis. They share the learning journey profiles to inform parents about their children's learning and development. Parents comment very positively about the organisation. They feel that there are excellent management systems in place, effective induction procedures and that their children are really settled. Parents state that staff are friendly, approachable and they feel secure and reassured by the key person who involves parents and children in all aspects of the provision.

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

Staff have a good knowledge of the learning and development requirements. They support children's learning through planned activities and experiences. The planning of the learning environment is linked to the six areas of learning. There is free access to continuous provision throughout the session. Children's learning styles and interests are met as staff respond to the all about me information provided during induction. Children feel secure with their key person who is sensitive to routines and care needs of the children. Staff follow children's leads and note down any significant comments. They record spontaneous observations

throughout the sessions and link them to the areas of learning. Each child has a profile with photographs of themselves during various activities.

Children have good space to move freely and safely to develop their physical skills. There is access to a large play area inside and outdoor activities feature daily. Children use the adventure equipment outside and there is a trampette inside to develop their physical skills for climbing, jumping and balancing. They exercise, dance and move to the keep fit music to be active and coordinate their movements. Children develop fine motor skills through the provision of writing and mark making tools, construction toys and jigsaws. Children's personal, social and emotional skills develop as they play happily with friends and they are confident, interested and motivated during their play. There are very positive relationships with their key person and children feel secure. They play cooperatively; sharing, turn taking and negotiating ideas when in the role-play area and so develop their social skills. Children enjoy relaxing in the book area and have free access to books. They are very independent as they help to prepare the snack, pour their own drinks and enjoy the positive social occasion as they chat and discuss their news with adults and children. Children develop their communication skills during circle time as they listen to others, speak out in the group and discuss their plans for their play during the sessions. They learn about shape, colours, numbers and mathematical ideas during their everyday routines, they count the pieces of fruit, sort, and match and sequence the interlocking shapes. Children make jigsaws, match letters and numbers and learn concepts of adding and subtracting when counting the teddies. Children explore and investigate technology equipment as they complete a computer programme and learn how the mouse and keyboard work.

Staff are fully committed to good quality care, which actively promotes the children's knowledge and understanding of safety and healthy lifestyles. Children are provided with healthy snacks. All allergies and dietary needs are known and met. Staff talk to children about the importance of healthy foods and lifestyles and use key words that relate to being healthy. Staff support the children in following good hygiene procedures, wearing aprons, washing hands using liquid soap and having hair tied back when preparing and serving food. Children relate to the pictures in the bathroom that show other children hand washing and flushing the toilet. Older children take on responsibility of helping younger newly settled children learn the procedures. Children understand the importance of keeping safe and feel safe in the environment. They learn about road safety and holding hands through the everyday stories and situation books. They are reminded to play safely with equipment and toys and to be careful outside on the large equipment. Children know and understand the safety rules and talk about walking carefully. They participate in regular fire drills and use dressing up clothes and role-play opportunities to learn

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	1

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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