

# Stand Pre-School Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	316745
<b>Inspection date</b>	09/06/2011
<b>Inspector</b>	Janet Singleton

<b>Setting address</b>	Stand Unitarian Church, Ringley Road, Whitefield, Manchester, Lancashire, M45 7ZZ
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<b>Email</b>	
<b>Type of setting</b>	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

Stand Pre-School Nursery is a registered charity and run by a committee. It opened in 1968 and operates from the local Unitarian chapel in Whitefield, Manchester. The pre-school serves the local area. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 3.30pm. Children are able to attend for a variety of sessions. A maximum of 28 children may attend the pre-school at any one time. There are currently 59 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 two, three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs nine members of childcare staff, of these, all hold appropriate early years qualifications at level 3 or above. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners promote children's learning with success as they move freely in a stimulating child-orientated environment. The learning environment is fully inclusive, safe and secure, positively promoting children's independence and their good behaviour. Promotion of equality and diversity is good with all being fully included. Those in charge have high aspirations for quality through the highly effective self-evaluation and identification of realistic and achievable action plans for improvement. Comprehensive policies and procedures are very well maintained and regularly reviewed. Partnerships with parents and others are good in promoting children's welfare and learning meaning children are making good progress towards the early learning goals.

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

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

- ensure all staff are consistent in identifying the learning priorities for all children and to use this information to inform future planning ensuring children's identified needs are truly reflected
- ensure all staff support children when playing outdoors and that planning is improved to reflect the outdoor environment to ensure equal weighting is given to both indoor and outdoor play experiences.

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

The arrangements for safeguarding are good. Practitioners are fully knowledgeable of their role in protecting children. They are confident of whom to report to and the need to ensure all practitioners are safe and suitable to be with the children. Robust vetting procedures are in place and all staff have undergone a criminal records bureau check. Through comprehensive supervision and appraisal systems staff skills are identified and planned for. Practitioners make effective use of the Early Years Foundation Stage framework to support their observation and assessment of the children. Newly implemented systems for planning and observing have improved the assessment of all children meaning their needs are more truly reflected. However, not all staff are fully consistent in this approach and as a result, the activity becomes the focus rather than the identification of the child's individual learning need.

The setting has undergone some changes and this has greatly improved the planning of the environment and the layout of the areas of continuous provision. Parents have commented on the recent change and how these have improved the outcomes for their children. All policies and procedures have been reviewed and improved to meet with requirement of the Early Years Foundation Stage. The manager's drive for improvement is outstanding with comprehensive evaluation processes in place. The support of the committee and the involvement of the staff in developing the service and trying new ways of working have a positive impact on the children. This ensures an outstanding approach to bringing about sustained improvement to the early years provision. Deployment of staff is good with children being supported as they play. Resources are good and within reach of all children enabling them to make choices and decision in their play. Activities are changed and planned for different times of the day to ensure children who attend on a part-time basis are involved and a fully inclusive environment maintained. Partnerships with parents are good with a system to support a two-way flow of information. They are invited to complete questionnaires regarding the service, are provided with a newsletter and notices are displayed for their information. Parental comments are very positive and include the challenging activities and the progress their children are making. Information on observations is shared and they are asked to contribute to their child's assessment. Partnerships with others are good with meaningful information shared regarding the child's progress towards the early learning goals in order to provide a consistent approach.

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

Practitioner's good knowledge of the Early Years Foundation Stage means that children are making good progress towards the early learning goals. Mostly effective planning is in place to meet the individual needs of the children. Through appropriate observation and identification of the children's next steps in their development, means they are successfully supported their play. They delight in playing and learning in the well-planned environment and freely access the

continuous play provision. Planning links to the six areas of learning, therefore, an equal weighting is given to each area. Practitioners support children as they promote their positive attitudes meaning children become active learners. A good balance between child-initiated and adult-led activities allows children to use their imagination, for example, in painting and role play. Children enjoy playing outdoors and climb, ride the wheeled toys and run around expressing themselves. However, some staff supervise the children and do not engage themselves in supporting children at all times when outdoors. Planning does not clearly reflect the outdoor environment and the purpose of the external play.

Children are excited and motivated as they delight in playing in the role play acting out roles from home. They carry dolls and make tea as they imitate the role of the adult. They use their language skills to chatter away as they are involved, engaged and concentrate on their tasks. They sit together developing their independence as they take an active part in the snack time. They delight in making their own toast and use cutlery competently to butter their own bread. They access the sand, water and malleable materials as they learn about the properties of materials that can be shaped. They work and play together as they giggle and talk about what they are doing. They use their imagination and creative skills as they make their own crown, using beads and colourful paper to create their own interpretation. They demonstrate their competence in information and communication technology as they operate the computer using the mouse competently as they develop their skills for the future. Listening skills are promoted as children identify noises and attribute them to the correct picture, for example, the baby crying or the dog barking.

By engaging in everyday activities, for example, hand washing, children learn about and participate in learning about good health practices. They enjoy healthy snacks and meals, and through discussions learn about healthy choices. This combined with the positive use of praise and as a consequence the building of children's self-worth and self-esteem, means they are learning and developing in a positive and beneficial early years provision.

## 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	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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