

# Leigh Central Community Pre-School

Inspection report for early years provision

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**Unique reference number**

EY415729

**Inspection date**

22/06/2011

**Inspector**

Denise Sixsmith

**Setting address**

Leigh Central Children's Centre, Windermere Road, LEIGH,  
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**Telephone number**

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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**

Leigh Central Community Pre-School has operated since 1983 and re-registered in 2010 when they moved to their current setting. It is located in the Leigh area of Wigan and operates from Leigh Central Children's Centre. It is managed by The Governing Body of Leigh Central Primary School. The pre-school serves the local community. It is open term time only, on each weekday from 9am to 3.30pm, with some children staying over the lunch time period. Children have access to a safe and secure outdoor play area.

The pre-school is registered on the Early Years Register to care for a maximum of 30 children at any one time from the age of three years. There are currently 49 children on roll, all of whom are in receipt of nursery education funding. There are six members of staff working with the children, all of whom hold recognised early years qualifications. The manager is qualified to Level 6 and is working towards Early Years Professional Status. 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.

The pre-school provides good quality care with some outstanding aspects. The management and staff are enthusiastic and well qualified and take effective steps to ensure children are safeguarded. Children's individual needs and their unique qualities are valued and respected ensuring they are supported to making good progress in their learning and development. Partnership with parents is good. Staff work well with other professionals to ensure a good support system is in place for children and families. The management team strive for continuous development of the setting through improvement to the premises and ongoing training.

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

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

- develop the outdoor area further to include more natural materials, planting opportunities and quiet areas
- refine systems to ensure that new or updated documents include all information, for instance, who has parental responsibility for the children and who has legal contact.

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

Children are safeguarded because good effective management structures are in place. Communication between all staff members combined with their

understanding of safeguarding ensures that the children are offered a good quality environment where they are safe and secure. Robust recruitment procedures are in place ensuring that all adults working in the pre-school are suitable to do so. Effective induction procedures are in place to ensure that all new staff promote children's safety and welfare. Staff are well aware of the procedures to follow if they have any concerns about the children in their care. They are familiar with the safeguarding policy and are trained in safeguarding issues. Effective risk assessments are in place for the premises as well as daily check lists. Careful consideration is given to completing and documenting outings risk assessments. All staff have a relevant first aid certificate ensuring that if a child were to have an accident they would be treated immediately and correctly.

Staff are deployed well to support the children's development, independence and self-esteem. Good policies and procedures are in place and available to parents. All records are in place, hold most of the required information and maintain confidentiality. The managers and staff are committed to ensuring all children are included and valued. They have a good approach to promoting diversity to enable children to understand the world around them. The management team state that staff would work with other providers to support children's learning and development as necessary. There are no established systems in place yet as there are no children who currently attend other settings. The special educational needs coordinator works closely with the local authority advisor and other professionals to support children with special educational needs. Self-evaluation is completed by the management team and staff are actively encouraged to contribute. Plans to send out questionnaires to parents are in place and a new start is to be made to complete a quality assurance scheme. Staff have a professional attitude to childcare and are committed to developing their knowledge through ongoing training. The management team demonstrate a good commitment and capacity towards continual improvement.

Partnership with parents is good. Staff partnership with parents reassures the children to enable them to quickly develop trusting relationships with staff and each other. Good information for parents is provided from the start. Regular good quality newsletters, noticeboards and daily discussions successfully fosters continuity of care for the children. Parents spoken to are all very supportive of the setting and the staff and told the inspector how much their children love attending their pre-school. They state that they 'feel fully informed about their children's progress' and 'find the staff very helpful and supportive'. All stated they would recommend the pre-school to others.

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

Children thoroughly enjoy themselves and thrive in the stimulating environment created for them by the committed and motivated staff team. Staff are enthusiastic and confident; their positive attitude and interaction with the children helps them to feel valued and builds their self-esteem. Staff have effective systems in place to record, evaluate and plan activities which interest the children and are linked to

the six areas of learning. They are flexible in their approach promoting a balance between adult-led and child-initiated activities. Staff are skilled and encourage the children to think for themselves and contribute their own knowledge. The children thoroughly enjoy watching and identifying the replica insects and frogs appear from inside the large ice cubes as they melt in the tray. They play imaginatively in small groups with the billy cans, wind up lantern, and magnifying glasses in the 'bug den' created by staff in the room to encourage children's language development. Good labelling around the room assists children to understand that print has a meaning, for example in the role play garden centre where colours and prices of flowers and gardening equipment have labels. The computers and interactive board are used well to support children's learning and assist in developing their skills effectively for the future. Free flow between the indoors and outdoors ensures that children have choice and ready access to invigorating outdoor play. Children have good quality conversations with the staff; whilst they build and stack bricks, they talk about size, count and are asked open-ended questions enabling them to contribute. All the children are curious and eager to participate in the range of activities; they become engaged, concentrate and persevere, supported well by the staff. Children's behaviour is good and is supported and fostered through positive interaction and guidance from staff. Good staff role modelling ensures children are kind and helpful to each other and learn to share and take turns.

Children feel extremely safe and relaxed in the nursery; they are confident and competent and are able to communicate their thoughts and feelings through words or gestures knowing that the staff will respond positively to them. They know the daily routine and respond well when it is time to tidy up at the end of the morning session. Staff act as extremely good role models in helping children to stay safe and a small induction for each new child helps them to settle very well. Safety rules assist children to be safe and care for others. For example, children are encouraged to remain on the marked out roadways with the wheeled sit and ride toys. They learn to stop at junctions or zebra crossings and safely park them in the parking bays before going indoors. Regular fire drills ensure that children can react appropriately in the event of a fire or emergency. Safety days that promote road safety and stranger danger combined with visits from local police and fire services enhance children's awareness of safety extremely well. Staff plan outstanding activities to develop the children's understanding of healthy lifestyles. They arrange visits from the dentist and the children access the health education van. Children enjoy the independence of a continuous snack time, ready access to the toilets and hand washing facilities and learn to put their coats on for outdoor play. The 'let's get physical sessions' teach children to look after their health. For example, to warm up gently before exercise, listen to their changing heart beats and the importance of drinking plenty of water to stay hydrated. Children use the butterfly garden tent to learn about the life cycle of the butterfly. They plant, tend and eat the cress and vegetables that they grow in addition to exploring the taste of different foods from around the world.

## 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	2

### 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	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

<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	1
The extent to which children adopt healthy lifestyles	1
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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