

# Whirley Pre-school Group

Inspection report for early years provision

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<b>Unique reference number</b>	305429
<b>Inspection date</b>	20/06/2011
<b>Inspector</b>	Sue Anslow

<b>Setting address</b>	Broken Cross Methodist Church, Whirley Road, Macclesfield, Cheshire, SK10 3JR
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<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**

Whirley Pre-school is managed by a committee of parents. It opened in 1996 and operates from Broken Cross Methodist Church, Macclesfield. Children have access to a large hall as their main playroom, with other rooms available if required. There is a secure outdoor play area to the side of the building. The pre-school is open each weekday during term times only, from 9.15am to 12.15pm, with extended afternoons to 3.15pm, currently on Mondays and Thursdays.

The pre-school is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 45 children aged from two and a half to under five years on roll, some in part-time places. The pre-school currently supports a number of children with special educational needs.

There are five members of staff, four of whom hold early years qualifications. The pre-school provides funded early education for three and four-year-olds and receives support from local authority advisors.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children settle extremely well in the pre-school and receive an excellent level of care because the experienced, qualified staff work very closely with individual children and their families. Excellent systems are in place to ensure that all children's individual needs are routinely met. Staff have a very good knowledge of the Early Years Foundation Stage and how children develop and learn through play. They demonstrate that they fully understand and meet all the welfare requirements, therefore protecting and promoting children's health and safety. Exceptional partnerships between parents and other agencies ensure individual children's needs are met and their protection assured. Successful steps are taken to self-evaluate the provision for children and pre-school staff, demonstrating an excellent capacity to make continuous improvement and sustain their existing very high standards.

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

To further improve the high quality early years provision the registered person should consider:

- developing further links with schools that children move on to in order to ease the transition process and secure continuity of experience for children between settings.

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

Appropriate comprehensive policies and procedures are in place to keep children safe and secure within the setting. Staff are familiar with the safeguarding policy and demonstrate an excellent knowledge of the correct procedures should there be any concerns. Recruitment procedures are good and rigorous checks are carried out to ensure the safety and well-being of the children and their families. Children's safety is given the highest priority at all times, with detailed risk assessments carried out on all areas and resources children come into contact with, including venues for outings and any particular activities or medical conditions.

The pre-school is managed by a qualified teacher and her team of well-qualified and experienced childcare staff. Staff feel valued and empowered through individual and group meetings where their ideas, skills and areas for development are addressed. Consultation and sharing ideas with each other ensures everyone feels 'ownership' of the practice within the setting and staff are clear about the aims and objectives of the pre-school as a whole. Systems for monitoring and evaluating children's learning and development are well established and regular reflective practices ensure the outcomes for children are optimised. Staff follow a policy of inclusion and equality for all, maintaining a warm and welcoming environment for every child and providing excellent care, support and teaching.

Partnership with parents is well established from the start, with an induction programme of visits and meetings. Parents are given information about the setting and there are many opportunities for discussions with staff. Information about the Early Years Foundation Stage framework is readily available and parents can discuss their child's progress with their key worker at any time. They have a good understanding of what their children are learning and how they can help them at home, through newsletters, displays and notices. Seeking the views of parents and carers enables the setting to continuously improve and ensure the provision of a excellent service. Parents are consulted regularly to establish their childcare needs and requirements and the pre-school aims to meet these wherever possible. Links are also being made with other settings in the area to ensure continuity, consistency of approach and progression when children move on.

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

Children make excellent progress in their learning and development through the expertise of staff and the provision of superb resources. Children arrive excited and eager to experience the wide range of activities ready for them. They happily separate from their parents as their self-confidence increases and, on the day the inspection took place, children were eager to show their fathers all the wonderful toys and activities they enjoy as it was 'Dad's Day'. Children learn through play and the provision of meaningful real activities helped and promoted by the superb range of appropriate resources in each play area. For example, there are not just

dolls and buggies, but carry slings, changing mats, bottles and rockers. The construction corner contains a workbench with tools, a desk with telephones and writing implements, as well as the actual construction kit to build the models.

A superb range of art and craft materials are available for children to choose what and how they want to make various objects or pictures, from simple greetings cards to a giant three-tiered wedding cake from cardboard boxes and toilet rolls. Children thoroughly enjoy the free flow of activities between the inside and outside play areas. They can play quietly at a table drawing round templates or help 'paint' the playhouse with brushes and water. All areas of their development are promoted to the highest level as they gain an understanding of the world around them and learn to respect each other and their surroundings. Behaviour is exemplary because children are busy and interested in everything that is going on. Staff are on hand to help, guide and ask appropriate questions to help children work things out for themselves, for example, 'do you know which instrument is making that noise' and 'how many fingers are left if I put one down'. Through good role modelling and enthusiastic praise, children's self esteem is optimised and they are very proud to be chosen to stick the pictures on the weather board.

Activities are planned week-to-week to meet the needs of individual children, identifying next steps and based on children's interests and abilities. A rigorous system of observation and assessment means that staff can plan specifically for the needs of each individual child. Children can work together in small groups of mixed ages and abilities or with children at a similar level. This enables staff to target particular activities more effectively. Children with additional needs are catered for extremely well through joint work between staff, parents and outside agencies, if appropriate. All areas of learning are covered extremely well during the week and children participate in a superb range of activities which excite their interest and challenge their ability. They enjoy weighing and counting a variety of real fruit and vegetables in their farm shop and study the spiders and caterpillars found in the garden. They use rulers to draw straight lines when making the castle walls and construct simple graphs with small bricks to find out which are the favourite toys in the room. Children are encouraged to be active, inquisitive and independent learners. Through exceptional support and guidance from staff, they are well equipped for the future.

Children are closely supervised and their health and welfare is paramount at all times. Doors and gates are locked appropriately and parents sign to say who is allowed to collect their child at the end of the session. Children have a clear understanding of safety procedures and why these are needed. They practise evacuation procedures regularly and know how to cross roads safely. Healthy eating policies are followed as children enjoy snacks of fresh fruit during each play session. Parents are given appropriate advice about packed lunches and drinks are readily available throughout the day. Good hygiene procedures are encouraged and children are able to wash their hands at the 'portable' sink unit within the room before they sit down to eat. Fresh air and exercise are promoted daily and children can rest on the comfy cushions if they are tired. All except one member of staff hold first aid certificates and any accidents or illnesses are managed well.

## 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>	1
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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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