

Saighton Preschool

Inspection report for early years provision

Unique reference number

EY408545

Inspection date

29/06/2011

Inspector

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Setting address

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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*.

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

Saighton Pre-School is one of two settings that are privately owned and managed. It was registered in 2010 by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It operates from designated areas within Saighton Primary School in Saighton, near Chester. Children have access to an enclosed outdoor play area. The setting is open each weekday from 9am to 3.30pm, during term time only. A maximum of 16 children may attend the setting at any one time. The pre-school is currently caring for children with special educational needs and/or disabilities.

There are currently 21 children aged from two to under five years on roll who attend for various sessions. Three members of staff work with the children, two of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Saighton Pre-School provides children with a safe, secure and inviting environment where learning is fun. Staff are skilled in their interactions with children, offering them stimulating and challenging experiences through adult-initiated and child-led activities. Good partnerships are established with parents and other agencies. This ensures children's individual needs are catered for and that all children are given support to enable them to make good progress towards the early learning goals. Since registration, staff have worked hard to develop the provision and show a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- gather information from parents regarding children's skills and abilities when establishing starting points from which to monitor children's progress towards the early learning goals
- devise more ways to seek views of parents and children as part of the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of the procedures for safeguarding children. They are aware of the signs and symptoms of abuse and of when and how to refer concerns to the appropriate agencies. The comprehensive range of policies and procedures are regularly reviewed to ensure they reflect practice and are effective in promoting children's safety and welfare. Regular risk assessments are carried out within the setting, outside area and for trips out. Appropriate action is taken to

minimise hazards, while allowing children the opportunity to explore and develop skills.

The staff team work closely together and regularly evaluate the effectiveness of various aspects of the provision. This has enabled them to make a number of improvements and to identify clear areas for further developments. These include reviewing the daily routine to reduce the number of transitions children make throughout the day. This will have a positive impact on giving children more time to thoroughly explore the activities they are engaged in. There are some systems to involve parents in the self-evaluation process, such as asking for suggestion during parent's evenings. Parents suggestions are taken on board and they are consulted before changes are made. For example, regarding the possible introduction of uniforms. A strong commitment is given to staff development. They have a thorough induction, attend regular training sessions and are supported in obtaining further qualifications.

The pre-school room offers children a bright and inviting learning environment, in which they are able to make choices and follow their interests. They benefit from regular use of the school's Early Years Foundation Stage outdoor learning environment and other outdoor play areas. Good partnerships with the school eases children's transition from pre-school to the school environment. They enjoy lunch times with the rest of the school, while sitting within their secure group with their key staff. Parents and families are valued and are actively encouraged to be involved in their children's learning at pre-school. They share information regarding children's experiences and achievements at home through discussion, taking home the 'weekend bear', bringing in photographs and 'my diary' sheets and notes of observations of new skills. Grandparents have also been involved when they were invited to a 'bring a Grandparent to lunch' event. Close links with parents and other professionals ensure that children with special educational needs are given good levels of support, enabling them to progress well in all areas of their learning.

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

Clear and effective observation, assessment and planning methods are in place. Initial observations of children show the starting points from which to monitor children's progress. These do not currently include parent's knowledge regarding children's skills when they start at pre-school. Ongoing observations of children's skills and interests are recorded by staff and parents. These are assessed in regular summaries that show a personal picture of each child's development within each area of learning and identify next steps for their progress. Staff use their good knowledge of children, how children learn and the early learning goals to plan a range of stimulating experiences for children. They are skilled at taking opportunities to ask children questions to extend their understanding and learning through adult-initiated and child-led activities. Therefore, children become creative thinkers, develop independence and a high self-esteem. Children develop a strong sense of belonging as they take pride in taking on various roles and responsibilities throughout the day. Staff teach children many skills to keep themselves safe, such

as the correct way to hold scissors and discussing the safest place to get water from for the sand tray. They have clear expectations of children's behaviour and support them well in playing within the rules of the pre-school. Children develop a good understanding of right and wrong, of their own and other's rights and are supported in asserting those rights appropriately.

Children are confident communicators. They talk to themselves, their friends and staff as they play, describing what they are doing, planning roles and recalling past events. They recognise their names on their name cards and have opportunities to make marks in various areas, indoors and outside. Children make patterns in the sand and draw with chalks on the ground outdoors. They show a love of books and stories, promoting their early literacy skills. They listen attentively to a familiar story, eagerly pointing out 'errors' that staff make. They have great fun re-enacting the story of the 'Three Little Pigs' as they play in the outdoor play house. They ask staff to play the part of the wolf. She does so, skilfully asking questions to extend their learning in different areas. They count how many pigs they are and calculate how many more they need to make three. They are asked what the wolf should do next when she can't blow the house down. Children then find a tunnel that they use to represent a chimney.

Throughout the play sessions children are encouraged to explore, problem solve and develop a knowledge and understanding of the world. They use their senses as they describe what dried pasta feels like and predict how it will change when it is soaked in water. They test out their predictions, commenting on how the pasta and water changes. Children enjoy using a computer and are able to operate simple programmes, efficiently using the mouse. They develop their knowledge and understanding of the wider world as posters, books and resources reflect positive images of our diverse society. They have learnt about the Spanish culture and engage in activities in recognition of various cultural and religious festivals throughout the year. Staff ensure that children's choices are not limited, as a result of conforming to stereotypes and will sensitively challenge terminology or comments that re-enforce stereotypes.

Children develop good large muscle skills and staff encourage them to use outdoor play equipment creatively. Children climb up and jump off a bridge shaped piece of equipment. Staff encourage them to think of other ways they can move around, on or under the bridge. A child takes large steps around it, another climbs onto it and another crawls underneath it and exclaims 'who's that trip, trapping over my bridge'. Healthy lifestyles are promoted well. Staff talk to children about the importance of brushing their teeth, the effects of exercise and gently encourage them to try different foods at snack and mealtimes. Children clearly explain why it is important to wash their hands before they eat, stating that 'germs can get in your tummy and make you poorly'.

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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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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