

Mossley Pre-School

Inspection report for early years provision

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17/10/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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

Mossley Pre-school is run by a voluntary parents' committee. The pre-school has operated for many years but was registered in its current premises in September 2003. It operates from two large halls in the Old School Community Centre in Mossley, Congleton, Cheshire. There are no issues that hinder access to the premises. A maximum of 52 children may attend at any one time. The pre-school runs during term times only and is open Monday and Wednesday from 9.15am to 11.45am and 12.45pm to 3.15pm; Tuesday and Thursday from 9.30am to 12noon and 12.30 to 3pm. Friday is a 'rising fives' session which runs continuously from 9.15am to 3.15pm. A lunch club operates on Monday from 11.45am to 12.45pm. The children have access to an enclosed outdoor play area.

There are currently 40 children attending who are within the early years age group. Of these, 30 are in receipt of funding for early education. The provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The pre-school currently supports a number of children with special educational needs and/or disabilities.

There are eight members of staff, including the manager, who work directly with the children. Six of the staff hold appropriate early years qualifications. One member of staff holds a National Vocational Qualification in early years at level 4, one member of staff holds a National Vocational Qualification in early years at level 3, and four staff hold National Vocational Qualification in early years at level 2. One member of staff is currently undertaking Early Year Professional status and three are undertaking a National Vocational Qualification in childcare and young people at level 3.

The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Mossley Pre-school provides children with a welcoming and fully inclusive environment. Staff are fully aware of the children's individual needs and abilities. They are respected for their individuality and uniqueness and, as a result, they make good progress in their learning and development. In the main, policies, procedures and routines promote children's health and safety and welfare. Positive partnerships with parents and carers support children's placements effectively, and good links have been established with other early years professionals and local schools. The setting's commitment to continuous improvement is demonstrated through effective self-evaluation and reflection.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing. (Safeguarding and promoting children's welfare) 31/10/2011

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

- extend the system of evaluation and review of planning to involve all staff and to be able to use these evaluations to identify next steps in children's learning.

The effectiveness of leadership and management of the early years provision

Effective recruitment and selection procedures and staff records are in place to ensure suitability and the safeguarding of children. Staff demonstrate a clear knowledge and understanding of the procedures to be followed in order to protect children. Safeguarding policies have recently been reviewed in line with new Local Safeguarding Children Board requirements. Designated staff have had very recent safeguarding training and information cascaded to the staff team, ensuring children are well protected. Policies are shared with parents and carers, ensuring they are fully aware of how staff will protect their children from harm. All required records, policies and procedures are well organised, regularly reviewed and effective in supporting children's safety and welfare. Staff complete daily visual safety checks of all areas used prior to children's arrival, and full risk assessments are completed and reviewed on a regular basis, ensuring children are kept safe at all times. Not all outings are risk assessed, however, the impact to children is minimal as staff are very clear regarding the need to protect and keep children safe at all times. Fire evacuations are carried out on a regular basis to ensure children's prompt responses. Children also have an understanding of the need to keep themselves safe. For example, they say that they must not run indoors.

Good quality resources, a well-planned environment and good staff ratios support children on a daily basis. Children have the opportunity to make decisions about their play and engagement in activities, and self-select resources from storage.

Partnerships with parents and carers are effective. They have access to a good range of information about the setting and what it provides, for example, through an open evening where they are briefed on the Early Years Foundation Stage, newsletters and access to their child's developmental record. Partnerships with other professionals and early years providers are effective, in particular, transition arrangements for children moving onto school, ensuring continuity of care and education. Equality and diversity is actively promoted, and all children have equal access to the opportunities and resources on offer. As a result, inclusion is well promoted.

Staff are committed to their role. They communicate daily and weekly staff meetings are used to discuss planning, however, not all staff are present and evaluation of planning is not recorded in writing. Staff attend training courses whenever possible to enhance their skills and knowledge. The completion of recommendations raised at the last inspection, ongoing self-evaluation and staff training demonstrates the setting's genuine commitment to driving improvement.

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

Children are making good progress in their learning and development as a result of the staff's clear knowledge and understanding of the learning and development requirements. The planning of the curriculum is based upon some adult-led activities, along with observations of development and children's interests. Staff complete spontaneous and focused observations of children's progress and achievements. These are used to plan the next steps in children's learning as well as formulating children's individual learning journeys. Staff provide a structure to each session, with times for free play and more structured group activities, such as circle time, story time and large group activities.

Children arrive happy and eager to participate, separating from carers with ease. After circle time, they independently select resources from those set out, or from labelled storage boxes. As a result, they are becoming independent learners. Children freely move between around the room and outdoor play space. Children's behaviour is good. They are encouraged to share and take turns with resources, and are considerate and helpful to one another. They show good levels of concentration and perseverance in activities, for example, as a child completes a difficult jigsaw. They work well together in small groups, for example, as a group of boys use the garage and another group play in the post office. They are very excited as they join in an exciting game with the parachute.

Children have a variety of opportunities to write and make marks, both inside and outdoors. They select books for quiet reading and enjoy particular favourites read by staff. Children match and sort, count, and are developing a good understanding of mathematical concepts, such as big and small. They know numbers and simple addition. For example, they know that 1 and 7 make 8. Good use is made of the outdoor area to provide children with activities across all areas of learning. They develop an understanding of the world and nature as they participate in nature walks, collecting conkers and leaves. They competently use technological equipment, such as a computer and cash register in the post office.

Children climb, balance, pedal trikes, and roll balls down drain pipes. They use a variety of resources to develop physical skills, for example, as they join together pieces and build elaborate 3 dimensional models. Their creative skills are developing as they enjoy different textures and materials, such as paint, sand, playdough and leaves. They use their imagination as they develop games with different resources both in role play areas and with other resources, for example, as they use cardboard boxes in outdoor play.

Children enjoy healthy snacks and have access to water at all times. They are developing an understanding of the need for good hygiene routines and, together with regular outdoor play opportunities, children's health, welfare and physical development are well promoted. The activities and opportunities offered, staff interaction and commitment clearly supports the good development of children's skills for the future.

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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