

Mickle Trafford Preschool

Inspection report for early years provision

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Inspector Sue Birkenhead

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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*.

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Description of the setting

Mickle Trafford Preschool registered in 1980 and re-registered in 2011 following a move of premises. The setting is committee run and operates from Mickle Trafford pre-school and community room. This is a purpose built single storey premises situated in the Mickle Trafford area of Chester, next door to the local school. The pre-school has full disabled access. Children have access to two rooms and a secure area for outdoor play. A maximum of 30 children aged two to five years may attend the setting at any one time. The pre-school is open Monday to Friday 9am to 3pm, during term time only with the exception of Wednesday when it is open for the morning only.

Children attend from the local community and surrounding areas. The pre-school is registered by Ofsted on the Early Years Register. There are currently 35 children on roll. The pre-school provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities. The setting employs five members of staff, including the manager. Of these three hold level 3 or teaching qualifications and two hold Early Years Professional status. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school provides a welcoming, inclusive environment where children are happy, secure and their sense of belonging is promoted well. The well-qualified, dedicated staff team have a secure understanding of the Early Years Foundation Stage. As a result the learning and developmental needs of children are successfully met to support the good progress they make. Some aspects of the welfare requirements are currently under review following the move of premises and the change in committee, which means suitable procedures for self-evaluation are being developed. Staff and committee members work together to address the changes planned to promote the continuous improvement of the setting. Effective relationships are established with outside agencies although links with other settings children attend is seen as an area for further development and suitable procedures ensure appropriate relationships develop with parents and carers.

What steps need to be taken to improve provision further?

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

- obtain children's developmental starting points on entry to the setting and improve information shared with parents
- implement regular staff appraisals to identify the training needs of staff and support a programme of continuing professional development
- establish links with other settings children attend to complement the delivery of the Early Years Foundation Stage

- improve procedures for self-evaluation to assess what the setting offers, the impact on children and areas for future development, taking into account parents' views.

The effectiveness of leadership and management of the early years provision

Staff all attend relevant training and have a clear understanding of the indicators of abuse and the procedures for reporting concerns. Robust recruitment procedures for staff and the committee ensure their suitability, and effective systems for assessing risks minimises hazards. Consequently procedures for safeguarding children are effective. The appropriately-organised approach to documentation ensures a consistent approach to children's care and entries are accurately recorded and maintain confidentiality. Due to the recent changes in the committee and the move of premises certain aspects, in the main relating to the administration of the setting, are under review. These include a review of the policies, introduction of staff appraisals and providing more information to and, inclusion of, parents. Staff discuss ways of improving practices to appropriately support their approach to self-evaluation. They attend additional training and value the comments made by the early years advisor. Therefore, reflecting the setting's suitable approach to continuous improvement.

Appropriate relationships develop with parents through the suitable approach to involving them in the pre-school, such as attendance on the committee and the provision of newsletters. They receive little information about the setting initially, although information on display makes them aware of the Early Years Foundation Stage and policies are accessible to them in the setting. Parents are welcomed into the setting where information regarding the children's well-being is exchanged. The 'including me plan' parents complete make staff aware of the special things or people in their child's life. However, no reference is made to the children's developmental starting points on entry to the setting to provide a baseline from which to monitor their progress. Children's learning journeys are accessible to parents at all times. In addition individual appointments on request provide opportunities to discuss their development further and parents' evenings are planned for the future. Opportunities for them to contribute to their continuous learning and development are currently being addressed through the provision of the 'How am I doing' record form recently introduced. Links with other settings children attend are in the process of being developed, although staff develop effective relationships with outside agencies and the local school to support children with special needs and aid the smooth transition to school. Resources are deployed well in this organised setting and include resources and activities to promote diversity.

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

Children eagerly enter the welcoming, friendly environment, where they are happy, secure and greeted warmly. Their sense of belonging is actively promoted through

the provision of effective displays of their art work. The dedicated staff team, who have a good understanding of the Early Years Foundation Stage, work together well to complement the delivery of many worthwhile learning experiences. They interact positively, provide one-to-one support and adapt activities where necessary taking into account children's individual needs. As a result children have fun and are challenged in their learning. The daily routine and planning of activities ensures a good balance of adult-led and child-initiated opportunities, suitably reflecting the children's next steps in learning to inform future plans. The good deployment of resources contributes to the well-organised setting and enables children to make decisions about their play and to become active learners. Each child's learning journey contains spontaneous, purposeful observations, linked to photographic evidence and some art work. Plans are in place to review the use of the developmental summary to provide a more consistent approach and further monitor the good progress children make. Entries reflect the children's next steps in learning and suitably inform the planning.

Children show a positive interest in books which are easily accessible to them and select books of their choice and pretend to read; which supports the development of their early literacy skills. Various opportunities enable children to learn about the importance of exercise on their overall well-being and to promote the development of their physical skills. For example, they manoeuvre wheeled toys using the pedals and engage in a game of basketball with staff. They take part in music and movement in smaller groups with great enthusiasm. Many opportunities enable children to develop their early handwriting skills and as a result they begin to give meaning to the marks they make. Some children confidently recognise letters that make up their name and older children independently write their names or words to label areas of the room. Children's understanding of number and problem solving is incorporated well into all activities. They count the number of children to 13 at circle time and use number templates to copy when writing numbers. Some children show a keen interest in number related activities and problem solving tasks, such as completing puzzles independently or with help. Children are introduced to basic technology as they use resources, such as the computer, remote control digger and tape recorder. They use their imagination well, as they dress up as an astronaut and instigate a trip to the moon with others, referring to the planets on the way. Children develop their creativity by accessing a range of different media, which includes a good range of recyclable materials. They discuss the patterns they draw in the shaving foam, the content of the pictures they freely draw and enjoy painting aspects of the outdoor environment with water, using brushes. Various opportunities and resources promote children's understanding of the natural world, which include exploring insects and nurturing plants they grow. The positive outcomes for children ensure all activities contribute to the development of their future skills.

Children develop a good understanding of staying safe, as they regularly practise fire evacuation. Good routines ensure children develop a positive understanding of personal hygiene and adopt healthy lifestyles. Children receive a range of healthy foods at snack time which incorporate fresh fruit; they sit in smaller groups and serve different snack items to others around the tables to promote their social skills. Children have access to a range of resources and activities to promote their understanding of diversity, which include recognising different festivals throughout

the year. Children begin to show care and concern for others and as one child sneezes another spontaneously says 'bless you'. Staff provide positive role models for children, to encourage their manners and they use positive techniques for the effective management of their behaviour. As a result, children behave well, are cooperative, polite and responsive to the adult intervention to diffuse minor conflict.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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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