

Parkroyal Pre-School

Inspection report for early years provision

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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

Parkroyal Pre-school is run by a voluntary parents' committee. The pre-school was registered in 1982 and operates from a single storey building within the grounds of Park Royal Community School in Macclesfield, Cheshire. A maximum of 32 children may attend at any one time. The pre-school operates term times only and is open Monday to Friday from 8.40am to 11.40am and 12.20pm to 3.20pm. The children have access to an enclosed outdoor play area.

There are currently 78 children attending who are within the early years age group. Of these, 59 are in receipt of funding for early education. The provision is registered by Ofsted on the Early Years Register. The pre-school supports a number of children with special educational needs and/or disabilities.

There are 11 members of staff, including the manager, who work directly with the children. Eight of the staff hold appropriate early years qualifications, one member of staff holds an early years degree, one has Qualified Teacher Status, five staff hold early years qualification at Level 3, and one member of staff holds an National Nursery Examination Board qualification. One member of staff is currently undertaking an Early Years Foundation Degree and one is undertaking a Level 2 early years qualification.

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 outstanding.

The pre-school creates a fully inclusive and extremely welcoming environment. Staff know the children well, and are able to meet their individual needs highly successfully. They are valued as unique individuals and inclusive practice is a key strength within the setting. Children's welfare needs are rigorously safeguarded because staff are extremely professional and endeavour to maintain the highest possible standards of care and education. Children make excellent progress in their learning and development and overall enjoy an extensive range of activities and opportunities. Excellent partnerships with parents and carers and other early years practitioners and professionals are in place and support the children's care, learning and development. The setting demonstrates a strong capacity to improve, through self-evaluation and reflection.

What steps need to be taken to improve provision further?

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

- increasing opportunities for children to gain a sense of time and sequence

of events.

The effectiveness of leadership and management of the early years provision

The extremely strong management team ensure the safety and welfare of children is given high priority. Staff have a comprehensive knowledge and understanding of safeguarding procedures. Detailed policies and procedures are in place and reviewed on a regular basis to ensure they are fully compliant, as a result, children are extremely well protected. The organisation and management of the setting focuses on helping children make excellent progress within a safe and secure environment. For example, regular daily and annual checks, and the monthly monitoring of accident records which feed into risk assessments, ensures that the environment is always safe, clean and fit for use. Regular fire evacuations and liaison with adjacent school at these times, ensures children's and staff prompt responses and safety. Children develop an understanding of their own safety through reminders regarding the safe use of tools and equipment.

Staff ratios on a daily basis exceed that required by the regulations. High staff numbers and a supernumerary manager ensure children are extremely well supported throughout sessions. The environment is extremely well organised, with access to high quality resources indoors and access to outdoor space to support children's achievement and enjoyment, care and well-being. Many resources are stored at low level or on the floor to enable children to self select and therefore they are becoming independent and active learners.

A comprehensive equality and diversity policy outlines excellent commitment to promoting inclusive practice. Children with special educational needs and/or disabilities are extremely well supported through the staff's highly effective liaison with other professionals, parents and carers. The manager and staff team display a strong commitment to narrowing the achievement gap for all children.

Partnership with parents and carers is excellent. Staff share information through daily discussions, for new starters during the settling in period, staff use a daily diary. A member of staff has taken on a project to improve the entrance area to provide parents and carers with a wealth of information. Parents and carers are actively encouraged to contribute to the setting, by joining the pre-school committee and by completing regular questionnaires. The results of questionnaires are collated and used to inform the setting's self-evaluation and operational plan. Parents and carers share their own observations of their child's learning and development through the 'sharing tree'. Displayed information, children's artwork and informative Learning Journeys clearly display to parents and carers the high quality care and education that is offered. Collaborative working with other early years practitioners, schools and other professional are highly effective in creating an inclusive environment, complimentary curriculum and continuity of care for all children. Staff show an excellent commitment towards to the setting's continuous improvement. Staff meetings, appraisals and regular supervision sessions, along with training and development opportunities support staff in their work. As a result they have an excellent understanding of their roles and responsibilities,

consequently, they work highly effectively as a team because they feel valued, supported and exceptionally well involved with the setting. Self-evaluation is continuous. Actions for improvement are devised and form an operational plan and regular updates to this are undertaken.

Self-evaluation and reflection, the commitment of the staff team to training and development, the addressing of recommendations raised at the last inspection, demonstrates the setting's exceptional commitment to continuous improvements.

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

Children are very happy and settled. Staff have an excellent understanding of the Early Years Foundation Stage and how children learn, as a result children make excellent progress towards the early learning goals. Excellent support for all children is in place demonstrated through arrangements for key person working. Children have an identified key person who is responsible for keeping children's developmental records up-to-date and planning for children. Children are allocated to a specific key group with regular staff and therefore there are secondary key persons. Focussed and spontaneous observations are recorded, matched to the area of learning and next steps formulated. The manager completes regular reviews of development records and assesses these against 'Making a big difference' criteria. Parents and carers are encouraged to share their own observations of their child's achievements, and staff use these to plan further activities. Planning is responsive to meet children's needs and interests, and offers children a balanced programme, with a mix of adult-led and child-initiated activities, and some themes, for example, road safety. Children are involved in planning their own activities and resources, for example, children were involved in planning the doctor's surgery considering the floor plan and layout.

Children are encouraged to develop independence as they make choices and decisions in the enabling environment and as a result are becoming active learners. Children are confident and independent. Warm relationships between staff and children are formed and children's behaviour is exemplary. Children arrive happy and settled and eager to participate in the activities on offer. Children are proud of their achievements, and excited as they make discoveries, for example, shining torches on glittered moon rocks on the space table.

Children are confident. They confidently talk about past, present and future events, make observations and suggestions. Children help themselves to books and enjoy listening to stories read by staff or as staff use different story-sacks. Children have many opportunities and access to a variety of resources to encourage their early mark-making skills, for example, children make appointments for one another in the doctor's surgery and write prescriptions.

Children develop an understanding of mathematical language as they count, sing number rhymes, complete jigsaws, match and sort shapes. Children have access to a computer to develop their understanding of technology and show high levels of competence in this area. Resources to promote children's understanding of time

are not consistently available. Resources and activities, promote children's awareness of the wider world and encourage respect for others. Children are involved in growing fruit and vegetables, and developing their appreciation of their own environment. They are involved in experimenting and observing features of the environment. Displays show the different textures and techniques children have used when creating individual pieces of artwork. A craft area enables children to independently select from the wide variety of materials independently.

Excellent opportunities are made available for children to have access to outdoor play. Children use the school playground for large group activities and freely flow between the in and outdoor play spaces on a daily basis. Construction materials and other resources encourage the development of fine motor skills.

Children are developing an excellent understanding about healthy lifestyles because they are offered very healthy snacks. The premises are very clean and well maintained and support children's very good health. Children understand why they need to wash their hands before they eat their meals and to use tissues when blowing their nose, creating a healthy environment. A wide variety of activities and opportunities encourage children to develop excellent 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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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