

Alexandra Park Pre School

Inspection report for early years provision

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Inspector

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Setting address

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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

Alexandra Park Pre School Limited was registered under its current ownership in 2010 and operates from a classroom within Alexandra Park School in the Edgely area of Stockport. Children also have access to the hall, an enclosed outdoor play area and associated facilities. The group is open each weekday from 8.45am to 11.45am and 12.30pm to 3.30pm term time only.

The Pre School is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 20 children may attend the group at any one time. There are currently 35 children aged between two and five-years old on roll.

There are six members of staff, five of whom hold early years qualifications to at least NVQ Level 2 and 3. Two members of staff are working towards Level 5. The setting provides funded early years education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in an inclusive setting where they are valued as unique individuals. A safe and stimulating environment is provided in which a good balance of child-initiated and adult-led activities promote children's progress toward the early learning goals. Children are confident, safe and secure and enjoy their time at the setting. Excellent partnerships between the staff, parents and other professionals ensure that children's individual needs are met effectively. All staff are committed to bring about sustainable improvements and overall good systems for self-evaluation, results in positive outcomes for children.

What steps need to be taken to improve provision further?

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

- provide more opportunities to support the development of independence skills during snack time.

The effectiveness of leadership and management of the early years provision

Children are protected because arrangements for safeguarding are robust, regularly reviewed and carefully managed. All staff have recently attended child protection training ensuring they are familiar and confident with the procedures to follow in the event of concerns rising. Robust recruitment and selection and effective induction procedures are implemented to ensure the suitability and qualification of staff looking after the children. Children are secure and develop a

sense of belonging to the setting. They are aware of what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. For example, they actively participate in tidying up activities and are aware not to run in the classroom.

The promotion of equality is in the heart of the settings practice. Children are actively learning to appreciate different cultures and religions through activities and lively discussions. They relish the opportunities of participating in the celebration of different festivals such as Chinese New Year, where they eat Chinese food with chop sticks, perform a dragon dance and learn about Chinese writing and symbols. Children are encouraged to bring in articles from their home and share experiences about their travels. Staff actively encourage children to consider other people's feelings and explore emotions through resources and activities. Children confidently ask for assistance and offer it to their peers when needed, showing care and concern for each other.

Effective self-evaluation systems involve all staff, parents and children. Clear targets are identified for improvement, such as developing the book corner, creating sheltered areas for children to retreat and further extending opportunities for children to play outdoors, such as gardening experiences. Overall, staff continually reflect on the service they offer and are committed to future development. They access a variety of training and endeavour to improve their practice with the knowledge gained.

Staff share excellent working relationships with parents and they consult with them at every stage of their child's care and development recognising that parents know their children best. During the induction process detailed information is gathered, including what children can do at home, their interests, likes and dislikes. They actively work hard to draw parents into their child's learning. For example, through the loan of resource bags containing toys to take home which includes guidance and ideas to implement. Regular opportunities are provided by staff for parents to express their views, both informally and formally, for example through questionnaires and regular parent evenings. They are provided with comprehensive written information about their children's welfare and learning and are kept fully informed. Written feedback illustrates parents' appreciation of the staffs' commitment to their children's development and welfare. Excellent arrangements are in place in relation to liaising with external agencies to ensure children with additional needs receive the support they need. Superb procedures are in place regarding children's transition into school.

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

Children are making good progress across all areas of learning and development. High quality assessment systems, personalized planning and an effective key-worker system ensure that children's individual progress is good in relation to their capabilities and starting points. Staff demonstrate a good knowledge of how children learn and know how to engage their interests ensuring that activities are

attractive, developmentally appropriate and challenging. Effective planning systems reflect highly on children's individual interests, which ensures that play is meaningful to each child. For example, when children expressed an interest in recycling, the staff created a recycling centre in the classroom where children enjoyed dressing up in hard hats and uniform and role played disposing of rubbish appropriately. Robust observational assessments and records are used well to inform planning and support progress and the next steps in learning are clearly identified.

Close relationships between the staff and children are evident and effective communication between staff and parents ensures that they know the children well and are able to meet their individual needs effectively. The environment is planned thoughtfully enabling children to choose from a range of resources, natural materials and interesting activities. For example, children of all ages enjoy being creative. They become engrossed in games that develop their imagination as they imitate everyday experiences using toys such as cars, dolls house equipment and play food. For example, children fill bags with food and instigate a picnic. They dance to music and stop suddenly when the music stops to sit on small mats as they play musical mats. They pay close attention to detail as they create paintings. They develop good skills using technology, such as computers and cameras. They enjoy exploring their environment by using additional resources such as telescopes and binoculars. They enjoy creating habitats for insects and are able to use simple reference books to identify different ones. Children are learning about life cycles through interesting opportunities provided by staff. For example, one member of staff brought an incubator containing chick eggs into the setting where children were able to watch the hatching process. They painted pictures of the chicks and gave them names.

Children increase their competence in language, through handling books, sharing stories with staff and learning new words. There are good opportunities for mark making using crayons, chalks, paints and pencils in a variety of ways. They play musical instruments and love joining in singing activities where they proudly perform action rhymes. They enjoy creating models from construction bricks and take great pride in explaining that they have made a boat, with glass things at the back, that go round and round making it go fast. Children are proud of what they do and are keen to show off the models or paintings they have made. Staff display children's work prominently and attractively around the room further developing children's confidence and self-esteem.

Staff are proactive in encouraging all children to develop their own learning. They support and challenge them to build on what they already know and to extend their skills by asking open question such as 'What colour is this?' 'What a lovely model, can you tell me all about it?'. They encourage them to make choices, express their interests and give them continual praise and recognition. However, although independence is encouraged within the setting, there are missed opportunities for children to be more involved in the preparation and distribution of food during snack time. Children behave exceptionally well as they are actively encouraged to respect each other and value each other's needs. They enjoy each other's company and play co-operatively together, taking turns, sharing toys and problem solving. Staff are positive role models as they are very caring and operate

sensitively to support individual children. For example, using role play to enable children to work through emotional difficulties.

A healthy lifestyle is promoted. Children are offered a range of nutritious, healthy snacks and given choices. Individual dietary needs are respected and adhered to meticulously. Daily outdoor play provides opportunities for fresh air and exercise. Children become competent in climbing apparatus, balancing and negotiating space. Children learn about personal hygiene through consistent routines, such as washing hands after visiting the toilet and before handling food. They are well protected from illness and infection because staff maintain good standards of hygiene, and follow clear procedures when caring for sick or injured children.

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	1
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	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	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	1
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