

Newchurch Pre-School Limited

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*.

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Description of the setting

Newchurch Pre-School Limited has been established over 50 years and operates from two rooms in the parish hall, Culcheth, Warrington. Children have access to an enclosed outdoor play area. It is open each weekday from 9am to 12noon and 12.30pm to 3.30pm on Tuesday, Thursday and Friday, school term time only for 38 weeks of the year.

The pre-school is registered with Ofsted on the Early Years Register. A maximum of 26 children may attend the provision at any one time. There are currently 32 children aged from two years to under five years on roll, some in part-time places. The pre-school has a number of children with special educational needs and/or disabilities.

There are seven members of staff, six of whom, hold early years qualifications to at least level 3. The setting works in line with the pre-school learning alliance and provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team successfully promotes children's welfare and learning because they have a well developed knowledge of each child's needs. Children are safe and secure and flourish, as they learn about the local environment and the world around them. The partnerships with parents, the local school and other agencies are a key strength and are significant in making sure the needs of all children are well met. Children progress well, given their age, ability and starting points. Regular evaluation by the manager and staff makes sure that priorities for development are continually maintained, resulting in an effective provision that responds to all user needs. Areas for improvement have been identified and particularly focuses on updating the policies and procedures and re-enforcing the hygiene routines.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding policy is in line with the 'Local Safeguarding Children Board' procedures and includes the steps to be taken if an allegation is made about a member of staff
- supplement the good health of children by taking necessary steps to prevent the spread of infection by re-enforcing children's knowledge of personal hygiene.

The effectiveness of leadership and management of the early years provision

The staff team are experienced and competent to work with children and display a true commitment to promoting their safety. All of the necessary checks are carried out on staff during the recruitment and selection process. Arrangements for safeguarding children are a priority and generally reviewed and carefully managed. Children's health, safety and well-being are maintained by the implementation of policies and procedures that are individual to the setting. However, the safeguarding policy does not include the procedures to take if an allegation is made against a member of staff. Risk assessments on the premises and also for outings, guarantee that safety is continually monitored and reviewed. Fire drills are practised regularly, which ensures children understand what to do should the need to evacuate the premises arise.

Staff continually promote equality and diversity in their practice to ensure all children have a good understanding of differing cultures. A well-planned environment includes a good range of resources that are deployed considerately to ensure that all children have continuous free access to them. The dedicated staff team work well with parents and outside agencies to ensure children's individual needs are well met. Parents provide positive feedback and are complimentary about the care their children receive. Stability of care for the children is further enhanced, as links with other provisions, which children also attend is well established.

The staff team demonstrate a good understanding of the Early Years Foundation Stage Framework and their role in assessing children's progress. An effective key worker system and detailed tracking arrangement is in place, which directly impacts on the care and progression of the children. Observations are carried out on a regular basis, which consequently, impacts on the overall planning and assessment process. Most of the staff team have an early years qualification and all attend regular relevant training in core skills. A detailed self-evaluation form has been completed, which is a true reflection of the setting. This good practice ensures the continuous improvement of the provision.

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

Children benefit from the wide range of well-planned resources, which are available to them within the welcoming and well-maintained provision. Children enjoy their time at the pre-school and this is shown in their enthusiastic participation in all activities. They eagerly explore their chosen activities with responsive support from staff, who ask children questions that extend their learning. Children are making good progress towards the early learning goals and are particularly well behaved. They develop self-esteem and are confident within the setting. Lunch and snack times are a social event, where children talk to each

other about various topics. Staff take full advantage of this time to enhance children's speaking and listening skills through sensitive questioning about the day. Children confidently access the computer to support their learning. Throughout this time, staff skilfully interact with children and take opportunities to extend their learning.

Children are happy and well settled in the welcoming, well-planned and inviting environment. Staff are truly committed in providing care, encouragement and support to the children, which enables them to feel safe and secure and form trusting relationships. Children are enthusiastic to attend and from the moment they arrive, they are eager to explore and take part in the exciting and fun activities that have been well thought out and planned. Children work extremely well independently using their own initiative and develop skills working alongside their peers. Emphasis is placed on children learning through play, exploration and fun. They demonstrate a true sense of security and feel safe within the setting. They show a good understanding of what standards of behaviour are expected and pertain these, in order to keep themselves and others safe. Children are confident and express their thoughts freely. They enjoy books and circle time, which enables them to join in and become involved. Children show awareness as they sing songs and do the actions with their arms and legs. Counting activities and using the computer productively promotes children's problem solving and reasoning. Taking part in activities that are linked to various cultural festivals encourages children to develop a positive attitude towards diversity. Children develop a keen interest in nature during their time in the outside play area and during regular trips out. Children eagerly express their creativity, as they regularly access a range of materials to create pictures.

Most children show a good understanding of the importance of following personal hygiene routines and healthy eating. However, some children's knowledge about personal hygiene needs to be re-enforced. Children have regular opportunities to engage in a wide range of physical activities, both indoors and outside and consequently, gain a secure knowledge of how regular exercise impacts on maintaining a healthy lifestyle. All children are provided with healthy snacks. They access fresh drinking water at all times to enable them to satisfy their thirst when needed.

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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