

Spinney Pre-School

Inspection report for early years provision

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Inspector Rachel Wyatt

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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

Spinney Pre-School registered in 2001. It is a committee run pre-school, located in self contained premises in the grounds of Spinney Avenue Church of England Voluntary Controlled Primary School in Widnes. Children have access to an enclosed outdoor play area. The pre-school is open each weekday during school term time. Sessions are from 8.45am to 11.15am and 12.30pm until 3.05pm.

The pre-school is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 20 children may attend the pre-school at any one time. There are currently 36 children aged from two years nine months to under five years on roll. The pre-school supports children with special educational needs and/or disabilities.

There are three members of staff, of whom, two hold appropriate early years qualifications to level 3. One member of staff is working towards a level 3 qualification. The pre-school also employs supply staff. The pre-school provides funded early education and is a member of Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school manager and staff are totally committed to recognising the uniqueness of each child and enthusiastically and successfully ensure their needs and interests are met. They create a vibrant and inclusive environment where children's ideas are an important part of the life of the pre-school. Children thoroughly enjoy being there and make outstanding progress. Robust systems and very positive partnerships with parents, carers and others ensure children are fully safeguarded and all other aspects of their welfare are effectively promoted. Children and families consistently access high quality early years provision as a result of the pre-school's rigorous monitoring and effective planning for sustained improvement, including the ongoing developments to the outdoor area.

What steps need to be taken to improve provision further?

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

- extending the outdoor provision to enable children to continuously access experiences across all areas of learning outside.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The manager and staff clearly understand and follow the pre-school's comprehensive safeguarding procedures. They have

attended recent relevant training. The pre-school works effectively and collaboratively with other key agencies involved with vulnerable children and families. Children are safeguarded by robust recruitment, vetting and ongoing staff development procedures and because the staff obtain all required agreements and information about them and their families before each child starts.

Strong leadership and management underpin the successful running of the pre-school. A small committee support the enthusiastic and inspirational team of manager and staff. They are passionate about what they do and dedicated to ensuring the pre-school offers high quality child-centred care and learning. Rigorous, consistent monitoring and evaluation enable them to highlight accurate targets for improvement and to implement effective sustainable solutions. This has included embedding rigorous planning for each child and improving the layout and presentation of resources in different activity areas. A successful funding application has enabled the pre-school to redevelop their outdoor area to provide a partially covered, secure space with an all weather safety surface. They are in the process of further developing the outdoor provision to cover all areas of learning and to enable children's continuous use during each session.

The promotion of equality is at the heart of the pre-school's ethos and practice. The pre-school is an accessible and most welcoming, vibrant environment for all children. Staff very effectively engage with children so they confidently express their views about activities and resources, including, contributing to planning and decisions about new toys. Children make great gains in their achievements and staff promptly identify where children need additional strategies and support to close identified gaps in their development. Provision for children with special educational needs and/or disabilities is exemplary. Excellent partnership working with parents and other agencies ensures prompt identification of each child's needs, effective individual planning and provision of tailored support. Children attending other settings have continuity and consistency as the pre-school is proactive about exchanging information with other providers. Children make smooth transitions into school as the manager liaises with teachers and children enjoy shared activities with the adjacent school. Highly positive relationships are established with parents and carers. They receive high quality information about how the pre-school operates and from the outset their views about their children's care, learning and development are encouraged and highly valued. Parents formally contribute to decision making by attending committee meetings and giving feedback via questionnaires. It is clear they appreciate the warm welcome and consider the provision for their children is 'fantastic'. Parents are involved in various ways in the life of the pre-school. They help with fundraising, provide resources and materials, such as plants for the pre-school vegetable garden, and join in sessions and special events, such as Christmas performances.

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

Children thrive, really enjoy pre-school and make outstanding progress. They play a dynamic role in their learning as their ideas are central to the planning and organisation of activities and resources. For example, each child and their key

person discuss and plan what he or she wants to include on their Christmas card. Thorough assessment and tracking underpins staff's accurate planning for each child, ensuring their next steps are reflected in activities alongside their interests. Staff know each child very well and competently adapt their approaches, resources and levels of support to cater for children's differing abilities and learning styles. As a result, children feel included, become very confident and respond with great enthusiasm to all the rewarding and challenging opportunities provided.

Children develop very good skills for the future. They eagerly initiate and join in activities and show high levels of concentration. Children are very resourceful and independent. They confidently make choices about what to play with, look after their possessions and adeptly manage their personal hygiene and getting dressed for outside play. Children behave very well, responding readily to staff's requests. They show respect for each other by being polite and helpful. They socialise, make friends and play harmoniously. Children learn about the wider world. They join in various community events, help with fundraising and enjoy activities relating to special days and festivals. For instance, during Chinese New Year they make a dragon, use chopsticks and try fortune cookies. Children are confident and articulate speakers who eagerly recall events, describe what they are making, and competently ask and answer questions. They enthusiastically sing a wide selection of songs and rhymes. They enjoy and listen attentively to stories, often acting out and recalling favourite books or making up their own stories and poems. The pre-school's book loan scheme is popular and provides worthwhile opportunities for parents and staff to exchange information about each child's interests and development. Children recognise and use letter sounds and competently make marks, including, practising their emergent writing and labelling their work. Children think critically. They count accurately and competently tackle number problems. They order events or story lines and accurately compare items according to shape, colour and size. Children are curious and captivated by features of the natural world. Recently they found out about the lives and habitats of owls, made their own delightful models and pictures and thoroughly enjoyed sessions where they safely handled and talked about different adult and baby owls. Children enjoy gardening and cooking. For example, inspired by a story the children asked to make carrot soup, and they are currently enthusiastically producing individual Christmas cakes. Children competently use information technology to support their learning. For instance, they expertly follow and explain a computer programme relating to recycling paper, glass and plastic. Children are very imaginative and creative. They draw and paint expressively, make colourful collages and act out roles and scenarios using small world figures, dressing up clothes and role play items. The staff follow up children's ideas, for instance, helping them to create themed role play areas such as a vets and a hospital.

Children's welfare is promoted very well. Staff ensure they have a thorough understanding of and carefully meet each child's care, health, dietary and cultural needs. Comprehensive agreements are obtained from parents regarding their children's health and well-being. Children have prompt appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. Detailed records are maintained and parents kept fully informed. Children have an excellent understanding of the importance of leading a healthy lifestyle. They adopt good hygiene practices, washing and drying their hands properly and know

the reasons for this. They talk about wearing appropriate clothing, drinking water and applying sun cream during hot weather. Children relish being outside and are physically active. They competently balance, climb and move in different ways and talk about the impact of exercise on their heart and bodies. Children show an excellent understanding of healthy eating and make healthy choices about what to eat and drink during snack and lunch times. Children show a strong sense of emotional security and feel safe at pre-school. They have affectionate, positive relationships with the staff who ensure they are settled and comfortable. Children confidently express their feelings and views which are always listened to and acted on by the staff. Children are well supervised and kept safe as the premises are secure and free from hazards. Thorough risk assessments and safety checks are used to effectively monitor the condition and security of the premises and the suitability of outings. Toys, equipment and resources are well-maintained and children talk about the safe use and storage of these, for instance, when they use scissors and as they help to put things away. Children show a high level of understanding of other aspects of safety. For example, whilst playing with the toy fire station, fire engine and small world figures, children talk about the number to contact in an emergency and following other recent discussions several children asked their parents to check their home smoke alarms were working. Children take part in regular practise emergency drills.

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

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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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met