

Manley and Mouldsworth Pre-School

Inspection report for early years provision

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| Unique reference number | 305181 |
| Inspection date | 01/12/2011 |
| Inspector | Rachel Wyatt |

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| Setting address | Manley Village School Playfield, Mobile Units, School Lane, MANLEY, Cheshire, WA6 9DU |
| Telephone number | 07743 271 715 |
| Email | |
| 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

Manley and Mouldsworth Pre-School is managed by a committee. The pre-school operates in a mobile unit located to the side of the playing field of Manley Village School in Cheshire. The pre-school originally opened in 1972 and moved to its current premises in 1999. Children have access to an enclosed outdoor play area. The pre-school is open each weekday during school term time. Sessions are from 9am until 3pm on Monday, Tuesday and Friday and from 9am until 12.45pm on Thursday. From February to July each year a Rising 5's session is offered on a Wednesday from 9am to 11.45am.

The pre-school is registered on the Early Years Register. A maximum of 18 children may attend at any one time. There are currently 14 children aged from two to under five years on roll. Children may attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities.

Four staff and a volunteer work with the children. The manager is working towards a Foundation Degree in early years and her three colleagues have level 3 qualifications. The volunteer is working towards a level 2 qualification. The pre-school provides funded early education 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.

Children thrive, thoroughly enjoy themselves and make excellent progress at this vibrant, happy pre-school. The committee, manager and staff are dedicated and enthusiastic about ensuring each child is very well cared for and is able to make a significant contribution to their own learning. Strong partnerships with parents, carers and others, and robust systems ensure children are fully safeguarded and their health and safety are consistently promoted. Everyone involved in the pre-school demonstrates a great capacity to drive and sustain improvement. They are highly motivated and effective in evaluating the quality of the provision, take full account of parents' and children's views, and confidently address their clear targets for improvement in a timely manner.

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 risk assessments of outdoor areas to cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The pre-school has robust policies and procedures which are understood by the committee, manager and staff and which ensure children are protected from harm. Parents fully understand the pre-school's role as a result of policies and other information shared with them. Children's welfare is further supported by the pre-school's thorough recruitment, vetting and induction procedures. Documentation is detailed and well organised so all required agreements and information are obtained about each child and their family before a child starts.

Strong leadership and management underpin the successful running of the pre-school. A committee of parents, the manager and staff work very successfully together. They are ambitious and focussed about ensuring the pre-school offers high quality care, learning and development and they met regularly to review and monitor procedures and practice. They regularly review and update policies. Staff roles have been revised and adapted, and there are well-established processes for supporting staff's development through meetings, appraisals and training. The committee is actively involved in recruitment and staff development, fundraising and accessing resources for the pre-school. They are currently implementing a hand over and induction for new committee members. Pre-school leaders and managers very effectively drive and sustain improvement. They carefully monitor and plan to ensure staff have the skills and knowledge to manage change and access funding and equipment. For instance, local funding enabled them to create a fully accessible outside play area, with safe level surfaces, partial covering and low-level storage for a wide range of resources. As a result, children love being outdoors and the area is as much part of their daily play and learning as the indoor area.

The pre-school is fully inclusive and dedicated to narrowing the achievement gap for those children with developmental delay or additional needs. Staff ably identify where children need extra support. They work sensitively and effectively with parents and other agencies to ensure a coordinated approach to identifying achievable targets for each child and to provide tailored strategies, resources and support. Staff attend specialised training and good practice sessions which enhance their confidence and expertise in supporting children with complex needs. They are also receptive to, and skilled at, catering for children's differing learning styles and ably offer challenges to more able children. The learning environment is very child-friendly and stimulating, and children eagerly help themselves to a wealth of exciting books, toys and equipment. Children also have continuity and consistency because the manager and staff work closely with other providers, such as schools, childminders and other day care settings. As a result children's needs and development are fully understood by those involved with them and they experience smooth transitions between settings. The pre-school has excellent relationships with parents and carers. From the outset, they contribute to the smooth running of the pre-school, such as serving on the committee, helping with fundraising, sharing skills with the children and joining in special events. Staff and parents consistently exchange information about their children. For example, each

child has a daily diary which fully documents their activities, routines and achievements both at pre-school and at home. This information and other discussions about children's development help staff and families to know how well each child is doing, to agree next steps and to celebrate milestones. Parents are also very well informed about how the pre-school is registered, managed and organised and their views are consistently encouraged and used to shape the provision. It is clear they highly value the contribution the pre-school manager and staff make to their children's well-being and development.

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

Children really enjoy learning and make excellent progress. They are eager and purposeful learners who thrive in a vibrant atmosphere where adults enthusiastically support and extend their ideas and skills. The manager and staff know children very well as a result of their in-depth observations and meaningful interactions with them during activities and play. Adults working with the children regularly exchange information with parents and carers. As a result, staff clearly understand each child's starting points, characteristics, their interests and what they like doing. Adults skilfully ensure these and each child's next steps are reflected in the planning and organisation of rewarding activities and resources, and at the same time enable children to guide their own learning. For example, choosing a favourite story prompts two younger children and a member of staff to develop a sustained and meaningful role play, focussing on care of babies and bedtime routines. Older children create an elaborate 'safari' scene or make complex models, which they then record on camera and print photographs which they cut out and paste into their individual learning journeys.

Children develop very good skills for the future. They are keen to join in, take a lead in play and concentrate very well. They are independent and resourceful, readily making decisions, expressing their ideas and views and confidently managing their personal care and hygiene. Children communicate well because staff consistently engage them in meaningful discussions about aspects of their lives, their play and to extend their ideas and skills. Children with speech and language delay or difficulties have expert tailored support from the staff who effectively use different techniques, including signing and visual techniques, to help them express themselves. Children love books and stories, and enthusiastically join in and take the lead during songs and rhymes. They are secure and confident about recognising and using letters and sounds and making recognisable marks. Children often label their work. Children count and compare numbers accurately and ably solve simple problems using number, colours, size and shape. Each week they focus on and bring in items linked to a particular colour. Children show great interest and skill as they investigate the way different materials work and react. For instance when they make models, explore sand and water or try out different toys and equipment. They consistently record their work and play through delightful, detailed observational drawings and by taking photographs. Children are very imaginative and the expression of their ideas is a central feature of daily sessions. Staff skilfully facilitate them in fully developing themes in their play so that children confidently select resources and make up

scenarios with small world figures and equipment, sustain meaningful role play and create colourful and detailed art and craft work.

Children's welfare is promoted very well. From the outset parents, carers and staff regularly exchange information about each child so that staff fully understand and effectively meet every child's care, developmental, health and cultural needs. All adults have current first aid qualifications. They implement robust procedures to ensure children are well cared for and their parents kept fully informed if a child has an accident, needs medication or becomes unwell. Children have a very good understanding of how to lead a healthy lifestyle. They follow good hygiene procedures and know why they need to wash their hands because 'they may have horrid things on them'. Children enthusiastically respond to the provision of free-flow outdoor play, many staying out there for much of the session. They are physically active, competently balancing, climbing and using wheeled toys, such as scooters and two wheeled bicycles with stabilisers. During music and movement children and staff demonstrate enthusiasm and coordination as they bend, stretch, balance and move in different ways. Children enjoy gardening, growing and eating their crop of carrots, potatoes and beans. They make healthy choices about what to eat and drink during snack and lunch times. Children are kept safe. All areas are safe, secure, free from hazards and well maintained. Any hazards are promptly addressed as risk assessments are regularly reviewed and backed by daily safety checks. However, whilst indoor risk assessments and checks are thorough, those for outdoors do not include details of everything a child may come into contact with. It is clear children feel emotionally safe at pre-school where they have positive affectionate relationships with caring staff. Children are well supervised and ably respond to staff's encouragement to behave sensibly and responsibly. They look after toys and equipment, including putting things away when they have finished playing with them. They correctly use tools, such as scissors and physical play equipment. Through stories, discussions and activities they develop a sound appreciation of road and fire safety, including taking part in regular well organised fire evacuations.

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

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| 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

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| 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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| 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

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| 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 | 2 |
| 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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