

# Heald Green Methodist Pre-School

Inspection report for early years provision

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<b>Type of setting</b>	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**

Heald Green Methodist Pre-School opened in 1989 and operates from two rooms within Heald Green Methodist Church premises. Children have access to an enclosed outdoor play area. The pre-school is in Heald Green, Stockport. It is open each weekday from 9am until 3pm during school term time only.

The pre-school is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 36 children may attend at any one time. There are currently 49 children aged from two to under five years on roll. The pre-school has a number of children with special educational needs and some that speak English as an additional language.

There are six permanent members of staff, all of whom, hold early years qualifications, one to level 4, four to level 3 and one to level 2, one member of staff is currently working towards a foundation degree. There is also four relief staff who cover sickness and courses/training. The pre-school is a member of the National Day Nursery Association 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.

A well developed knowledge of each child's needs makes sure that the staff team successfully promote their welfare and learning. Children are safe and secure and thrive 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 considerably 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 focus on updating records.

## **What steps need to be taken to improve provision further?**

To meet the specific requirements of the EYFS, the registered person must:

- update the daily record of the children looked after on the premises to include their hours of attendance (Documentation). (also applies to both parts of the Childcare Register) 17/11/2011

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

- ensure records relating to individual children are retained for a reasonable amount of time.

## **The effectiveness of leadership and management of the early years provision**

Adults are suitable to work with children and demonstrate a commitment to promoting their safety. Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by all. Children's health, safety and well-being are maintained by the implementation of policies and procedures that are individual to the setting. Risk assessments on the premises and also for outings, ensure 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. All of the required records and documentation are in place. However, some records relating to individual children are not retained for a reasonable amount of time and the register does not include the children's hours of attendance, which is a breach of requirements.

Staff actively promote equality and diversity in their practice to ensure all children have a good understanding of the way other people live. A good range of resources are deployed well to ensure that all children have continuous free access to them. Adults identify a child's need for additional support. The staff work well with parents and outside agencies to ensure specific learning programmes are used effectively to enhance children's development. Parents provide very positive feedback and are complimentary about the care their children receive. Continuity of care for the children is enhanced as the staff develop effective links with other provisions children attend.

The staff team have a secure knowledge of the Early Years Foundation Stage Framework. A highly effective key person system is in place, which directly impacts on the observation and assessment process. Meaningful observations are carried out spontaneously, these are then linked to the six areas of learning, each child's next steps for development and the overall planning, which has an effective impact on the learning experiences each child receives. All of the permanent staff team have an early years qualification and all attend regular relevant training in core skills. This good practice ensures the continuous improvement of the provision.

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

Children are happy and well settled in the interesting, well equipped and welcoming environment. Staff are truly committed, enthusiastic, caring and supportive, which enables children to feel safe and secure and form trusting relationships. Children are eager to attend and make good progress in their learning. Emphasis is placed on children learning through play, exploration and fun.

Adults are deployed well and work within an effective key person system to ensure

a well planned and effective environment is maintained for the children. This ensures all children are able to participate in activities and, as a result, they make good progress in their development and are motivated to learn. Children show high levels of independence, curiosity, imagination and concentration as they freely express themselves. Playing games together produces plenty of excitement and children laugh out loud as they roll a tyre to each other, jump from one log to another and pedal their bikes around. Children confidently communicate with each other as they work out which buttons to press on the computer.

All children show a strong sense of security and feel safe within the setting. They show a good understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Children are confident and competent at expressing their thoughts. They enjoy books and story time, which enables them to join in and look at the characters as the story is read to them. Counting activities and playing with electronic puzzles, computers, magnets and games successfully promotes children's problem solving and reasoning. Children develop a positive attitude towards diversity and take part in activities linked to various festivals. For example, they have access to a range of dressing up clothes, books, dolls, puzzles and musical instruments. Teaching is rooted in knowledge of the learning and development requirements and a full understanding of how young children learn and progress. Children develop a keen interest in nature during their time in the outside play area. They also access large equipment, which helps them to develop control and coordination over their bodies. Children eagerly express their creativity as they regularly access a range of materials to create pictures, such as, coloured pencils, chalks, water to paint on a blackboard or the floor and large drawing on the floor.

All children show a good understanding of the importance of following personal hygiene routines and healthy eating. Children have regular opportunities to engage in a wide range of physical activities, both indoors and out, and consequently gain a secure knowledge of how regular exercise impacts on maintaining a healthy life style. The children are provided with fruit for snacks and have access to 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report to ensure the following childcare requirements are met (Records to be kept) 17/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report to ensure the following childcare requirements are met (Records to be kept). 17/11/2011