

# Nursery Lane Pre-School

Inspection report for early years provision

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**Unique reference number** 305219  
**Inspection date** 21/09/2011  
**Inspector** Angela Cuffe

**Setting address** St Annes Church Hall, Nursery Lane, WILMSLOW, Cheshire,  
SK9 5JG  
**Telephone number** 07773 266268  
**Email** pattydavs@gmail.com  
**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**

Nursery Lane Pre-School opened in 1991. It operates from a large playroom within St Anne's Church Hall and serves the local community. Children have access to an enclosed outdoor play area. The pre-school is on the outskirts of Wilmslow, Cheshire. It is open each weekday from 9.05am to 12.05pm during school term time only, with an extra hour on Monday and Tuesday to cover the lunch period.

The pre-school is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 21 children may attend the pre-school at any one time. There are currently 23 children aged from two to under five years on roll.

There are five members of staff including the manager who work directly with the children. All hold appropriate early years qualifications at level 3 and two are working towards a further National Vocational Qualification (NVQ). The manager/owner is a qualified NVQ assessor and an internal verifier. The pre-school is part of 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 outstanding.

An exceptionally well-developed knowledge of each child's needs makes sure that children's welfare and learning are promoted successfully. Children are safe and secure, and thrive as they learn about various topics, the local environment and the world around them. The well-established partnerships with parents, the local school and other agencies are a key strength and are significant in helping staff to meet the needs of all children to a very high standard. Children progress extremely well, given their age, ability and starting points. Robust self-evaluation by the manager and staff ensures that that priorities for development are quickly identified, resulting in a highly effective provision that responds to all user needs.

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

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

- developing further involvement with other agencies, where appropriate, to enhance support for children.

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

Adults are truly committed and knowledgeable in safeguarding children. They have an excellent understanding of current legislation and their responsibilities if they

are concerned about a child's welfare. Children's health, safety and well-being are significantly enhanced by the robust implementation of policies and procedures that are individual to the setting, shared with parents and linked to local guidance. Detailed 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 required records and documentation are in place, with information clearly recorded overall.

The highly-motivated staff team actively promotes equality and diversity in every activity, which consequently ensures that children develop an exceptional knowledge and understanding of the way other people live. Staff make skilful use of an excellent range of high-quality resources, toys and equipment to ensure that all children are stimulated and eager to play and learn. Staff work exceptionally well with parents, to ensure continuity of care and learning is well planned for in order 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 fully enhanced as the staff develop highly effective links with other provisions children attend. They are strongly committed to working in partnership with other agencies and have identified the need to develop this area further.

The staff team have an excellent knowledge of the Early Years Foundation Stage framework and outcomes for children. A highly effective key worker 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 and the overall planning, which has a highly effective impact on the learning and development each child receives. All staff are fully involved in the evaluation process, showing real commitment and dedication to driving ambition and embedding improvement. They all have an early years qualification and all attend regular relevant training in core skills. This exceptional practice ensures the continuous improvement and sustainability of the provision.

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

Children are settled and at home in the well-planned and extremely welcoming environment. Every area of the setting is organised with each of the child's interests and learning needs in mind. The staff team work extremely well together to ensure a caring and supportive provision is maintained. Children settle quickly, which enables them to form trusting relationships with adults and their peers. From the moment children arrive, they are eager to explore and take part in the range of carefully planned and exciting activities. Staff place great emphasis on children learning through play, exploration and fun. This ensures that all children are able to participate in activities and, as a result, they make excellent progress in their development and are motivated to learn. Children show high levels of independence, curiosity and imagination, and the relaxed, supportive atmosphere enables them to freely express themselves. Playing games together produces plenty of excitement and children laugh out loud as they play parachute games

and chase each other round on the scooters and bikes. Children confidently communicate with each other as they take on the role of a garage attendant in the garden. They communicate using toy phones and write out receipts for the work they have done to fix the broken wheels.

All children show an extremely strong sense of security and consequently feel safe within the setting. They show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Their understanding of safety issues and how they demonstrate this is exceptional. Children are extremely confident and competent at expressing their thoughts and needs. The high-quality adult interaction and exemplary organisation help children to gain an exceptionally strong sense of belonging. They enjoy books and story time, which enables them to join in and look at the characters as the story is read to them. Water activities and looking through binoculars and magnifying glasses as they explore the outside area successfully promote children's knowledge and understanding of the world. Simple science projects, as well as counting and measuring, enhance their problem solving and reasoning skills.

Children develop a highly positive attitude towards diversity and take part in activities linked to various festivals, as well as accessing a range of multi-cultural toys and equipment. Teaching is rooted in expert 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, walks in the local countryside and visits to other places of interest. 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 glitter, coloured paper and felt.

All children show an exceptional understanding of the importance of following good personal hygiene routines and healthy eating. Children have innovative 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 and bread sticks at snack time 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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