

# Danebank Community Preschool Limited

Inspection report for early years provision

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**Unique reference number**

EY426534

**Inspection date**

22/03/2012

**Inspector**

Joy Law

**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*.

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**

Danebank Pre-School is an incorporated charity-run setting. It opened in 1987 and re-registered in 2011. The setting operates from one room in a single-storey building within the grounds of Vine Tree Primary School. It is located in a residential area on the outskirts of Crewe. All children share access to a separate secure outdoor play area within the school's boundary.

It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend at any one time. There are currently 62 children on roll, 45 of whom are in the early years age range. The setting is open Monday to Thursday from 9am to 4pm for the pre-school during term time, and Monday to Friday from 8am to 9am for the breakfast club. The setting is open on Fridays for children aged two to three years. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school and breakfast club employ six part-time members of staff, one of whom has qualified teacher status and five of whom hold appropriate early years qualifications. The setting also employs three supernumerary staff, a manager to oversee the effective organisation of the setting, an administrator and a food assistant.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The majority of children are happy and cared for in a mostly inclusive and relaxed environment and their learning and development is adequately supported through the daily routines and a suitable range of age-appropriate resources and activities. Observations and assessments are undertaken and inform planning although, children's next steps in their learning are not always planned for effectively. Positive relationships with parents, carers and early year professionals contribute towards children's well-being and development in most cases. Staff effectively support some children with additional needs, however, the environment does not positively reflect diversity and staff do not always make effective use of children's home language to support their learning of English. Systems for self-evaluation ensure priorities for development are identified and acted on, resulting in provision that generally responds to the needs of the children.

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

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

- make sure that the next steps that children need to take in their learning are planned for purposefully to support and challenge children's continuing development across all areas of learning

- develop children's respect of their own and of other cultures and beliefs and support a positive sense of themselves through the provision of cultural resources and images and support diverse linguistic needs further, for example, by using familiar words of the children's mother tongue.

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

Children are appropriately protected by staff who have a secure understanding of the safeguarding policy and procedures and know how to refer concerns to the relevant agency if required. This helps to protect children from harm and neglect. Systems to assess and manage risk to the children are thorough, potential hazards are managed well, helping children to feel and keep themselves safe. For example, children are encouraged to use elbow and knee protectors before riding their bikes. Clear recruitment, vetting and induction procedures ensure that all staff are suitable to work with children, thereby ensuring children's safety and well-being.

The manager and staff routinely evaluate the provision. The views of children, parents and carers are taken into account and used to drive and secure improvements. Children's interests and needs are central in this process. Where children make requests for new resources and changes, the manager responds positively. Consequently, children feel valued and listened to. Policies are suitable and effectively adjusted in light of changing circumstances. The manager is driving improvements appropriately to further support children's progress, for example by recruiting a teacher to support children's learning. The setting has suitable equipment and resources. Children are generally able to make independent choices and help themselves to some resources, such as art and creative materials, and construction toys which support their learning.

Appropriate relationships with parents and carers are well-established. Suitable information is shared with parents in the entrance hall for example, through displays on their notice board, access to newsletters and policies. Some opportunities exist for parents to become involved in their children's learning. For example, parents are able to add comments to their children's development records. There are suitable links with the on-site primary school supporting effective transitions. The setting works appropriately with a range of outside agencies to help develop practices to meet children's diverse needs so that communication is made easier with pictures and symbols. Staff have undertaken training to support children's language skills. However, the environment does not effectively reflect the diversity of the group and causes some children to feel less welcome. Staff do not always make effective use of children's home languages to support them in learning English. This means that these children are less able to build secure relationships to help support and extend their learning.

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

Most children make satisfactory progress in their learning and progress appropriately because of the flexibility of the environment and sensitivity of staff in the day-to-day practices. The majority of children enjoy their time at the setting and enjoy the activities on offer. Overall, personal, social and emotional development is promoted through caring relationships with staff that supports and builds children's confidences. In the main, systems for observing and assessing children's progress are suitable and influence the planning of some activities. However, the next steps that children need to take are not always used effectively to plan activities around their interests and needs. Consequently children are not always effectively challenged to make further progress in all areas of their learning and development.

Children are developing an understanding about healthy lifestyles, keeping fit and having fun. For example, children enjoy joining in with the coordinated energetic experiences through the 'Sport Relief' activities. Children are learning about healthy food because staff work with parents to provide healthy lunch boxes. Healthy snacks, such as fruit reinforce children's understanding of healthy options. Children's individual welfare and healthy habits are effectively met with suitable routines.

A balanced range of indoor experiences effectively supports children's understanding and learning. Most children use their initiative and curiosity to explore their environment to achieve and enjoy. For example, children's early writing and creative skills are fostered through the use of pencils and paper to help play imaginatively, create patterns and decorate pre-cut hats in preparation for Easter celebrations. Most children's vocabulary is growing appropriately because the staff use a visual timetable to support some children's understanding of time and routine. The use of Makaton also supports some children's understanding. However, the staff are less effective in using children's home languages to support them in learning English.

Children are developing their independence and confidence. They use their initiative to make decisions. For example, children ask for the jelly play to be taken outdoors. They develop their creative skills as they discuss and explore the jelly's smell and texture. Outdoor play occurs spontaneously. Children's physical skills are growing, for example, as they coordinate their play and movements using a variety of large toys, such as a rocker. They are developing suitable hand skills when they handle tools and try out techniques, for example in a fishing game. Most children are developing suitable skills with number for example, as they enjoy counting the rest of the children and working out who is present and who is away. However, there are very few opportunities for children to solve problems and apply critical thinking to come up with solutions to scenarios in play situations.

Children behave well because staff give clear explanations and set appropriate boundaries. In particular, children show a good understanding of how they should behave at registration time, interacting well with staff and each other, recognising

their names, and they know how to answer politely. Children are beginning to use appropriate language to attempt to share their ideas and to organise and clarify their thinking. This means they are developing some skills for the future. They are learning to take turns, listen to others and respect other people's opinions whilst making a positive contribution to the activity.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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