

# Elworth Pre-School Group

Inspection report for early years provision

---

**Unique reference number**

EY441442

**Inspection date**

17/07/2012

**Inspector**

Mary Henderson

**Setting address**

St Peter's Church Hall, School Lane, SANDBACH, Cheshire,  
CW11 3HU

**Telephone number**

01270761270

**Email**

phbl@talktalk.net

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Elworth Pre-School Group was registered in 2012. The pre-school operates from a newly built church hall in Elworth in Sandbach, Cheshire. There is an enclosed outdoor play area for the children. The pre-school serves the local community.

The pre-school is registered by Ofsted to care for a maximum of 24 children aged from two to under five years. They are registered on the Early Years Register. There are currently 57 children on roll in the early years age range. The setting is open from 9.30am to 3.30pm Monday to Thursday and 9.30am to 12.30pm on a Friday during term time only. Children can attend for a variety of sessions.

There are eight members of staff, all of whom hold a level 3 early years qualifications. The manager holds a foundation degree in early years and is currently working towards Early Years Practitioner Status and an honors degree. The pre-school receives support from the local authority.

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

Overall the quality of the provision is good.

Most systems to ensure strong partnerships with parents and other providers of the Early Years Foundation Stage are in place. The staff make good use of most equipment and resources to meet the needs of the children and promote their learning and development. Systems of self-evaluation and processes for the continuous improvement of the setting are strong. The safeguarding and risk assessment systems within the provision are effective and promote children's welfare.

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

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

- build on existing good partnerships by further encouraging parents to contribute to the ongoing observations of their children's learning
- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning
- extend equipment to provide improved opportunities for children to be physically active in the outdoor and indoor areas
- provide resources and activities that help children become aware of, explore and question differences in ethnicity, language, religion, culture, special educational needs and disability issues.

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

Safeguarding is a priority at the pre-school and all staff have a good awareness of the policies and procedures to be followed to promote children's safety and welfare. Indoor and outdoor areas are safe and secure ensuring children are well protected. The risk assessment in place fully identifies all possible risks to children. All adults are suitably checked and vetted to ensure their suitability to be in contact with children.

Embedding ambition and driving forward improvement is a key focus of the management and staff. They are a strong team who are committed to continually improving outcomes for children. The self-evaluation procedures are good and include the identification of strengths and areas for further improvement. However, they have not yet ensured effective relationships are in place with all other Early Years Foundation Stage providers involved in the care of children. Parents, children, staff and management are all fully included in the evaluation procedures which ensures the provision is reviewed from differing perspectives.

Engagement with parents is good. There is daily verbal two-way exchange of information to ensure each child's needs are identified and met. Information about children's activities and routines are displayed to keep parents informed. However, parents are not yet fully encouraged to add to the children's development files on an on-going basis. Parents have free access to their child's profile and the policies are accessible in the entrance hall at all times which ensures they are suitably informed of how the care of their children is organised. Children's key workers work closely with parents and other professionals to ensure inclusion and continuity for all children on roll.

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

Children observe, find out about and identify features in the place they live and the natural world. They find and collect ladybirds and snails, look at them closely with their magnifying glasses and talk about their findings. During their time outdoors the children notice the changing seasons. They are provided with wellington boots and rain suits so they can play outdoors during the rain, and they like to play in the snow. The children move between the indoor and outdoor areas as they wish throughout the day. To extend children's learning about the world around them the staff invite visitors into the setting to talk to them. This includes a professional story teller who captures children's imagination and a parent with her new baby to talk about how we grow and develop. Visitors come into the setting with various animals including puppies, guinea pigs and lambs and talk to the children about what they eat and how they live.

To support children's interest in and understanding of personal safety, the lollipop lady and police officers visit to talk to the children about road safety and keeping safe when out and about with their parents. Their knowledge in relation to keeping

themselves safe and road safety is further extended as they enjoy role play outdoors with the traffic light and zebra crossing resources. All children are included in the fire evacuation procedures of the setting. The children are confident and independent. They are keen to get involved in tidy up time and have a high regard for one another and the staff caring for them. Children show they feel safe and secure in their environment as they seek comfort and praise from the staff and their peers, run around excitedly and laugh and giggle with one another.

Children recognise the importance of keeping healthy and those things which contribute to this. They make choices from a range of healthy food during their snack time and they help themselves to water throughout the day. Parents provide for their children's meal times. Children enjoy being physical as they ride their trikes and use other equipment in the outdoors. However, opportunities for children to use large equipment, such as slides and climbing equipment are currently limited. During indoor time, the children enjoy whole group physical games such as 'The farmers in the den'. Children's small muscle development is extended as they use various tools, such as paintbrushes, pencils and construction toys. They like to explore the computer to find out about colours, shape and numbers. The computer programmes also extend mathematical thinking, such as taking one away and adding one more. Children's interest in information communication and technology is further supported as they use the remote controlled toys. Children use their imagination as they dress up in various costumes and walk about holding their dolls. They sit and look through books with their peers and the staff and enjoy stories and singing during circle time.

Children play with a range of resources that reflect positive images of diversity, including dolls, books and small world people. They have a developing respect for their own cultures and beliefs. However, resources and activities that help children become aware of, explore and question differences and similarities, in particular of those with special education needs and disabilities, are not yet fully extended.

## 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	3
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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

