

Worth Pre-School Ltd

Inspection report for early years provision

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Inspector Sue Birkenhead

Setting address Worth Primary School, Birch Road, Poynton, STOCKPORT,
Cheshire, SK12 1QA
Telephone number 01625 859 015
Email admin@worthpreschool.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*.

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Description of the setting

Worth Pre-school opened in 2011 and was re-registered under a new owner in 2011. It operates from a purpose-built building in the grounds of Worth Primary School and also has use of the school hall and music room. All children have access to a fully enclosed outdoor play area. The pre-school is situated in the village of Poynton near Stockport. It opens each weekday from 9am to 3pm Monday to Thursday and from 9am to midday on Friday during term time only. The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 24 children from two to five years at any one time.

There are six members of staff and all but one hold appropriate childcare qualifications. Two members of staff are qualified to level 6, one staff member is qualified to level 5 and two members are qualified to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school provides a welcoming, inclusive environment where children are happy, secure and their sense of belonging is promoted well. The qualified staff team work together well to develop a positive understanding of the Early Years Foundation Stage. As a result children's welfare needs are successfully met. Some aspects of learning and development, however, are not fully embedded. The manager effectively leads the staff to promote the continuous improvement of the setting and clearly recognises aspects for future development. Effective relationships are established with outside agencies and the school, although links with other settings children attend is seen as an area for further development. Positive relationships develop with parents to promote, in the main, a consistent approach to children's care and learning.

What steps need to be taken to improve provision further?

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

- extend children's self-help skills during snack times
- introduce number labels to the outdoor environment to further extend children's learning
- embed the planning processes to more effectively incorporate play and learning experiences based on the children's individual interests and next steps in learning
- develop further children's learning journeys and observations to reflect their next steps, link entries to the areas of learning and include a summary of children's achievements at a particular point in time to enable their progress to be tracked
- improve procedures for exchanging and sharing information with parents to obtain children's developmental starting points on entry and enable them to

- regularly review their children's progress and contribute to their child's learning and development record
- establish links with all other settings children attend to work together for the benefit of the children, so there can be continuity in their learning.

The effectiveness of leadership and management of the early years provision

Staff are fully aware of the role they play in the protection of children; consequently procedures for safeguarding children are effective. They all attend relevant safeguarding training and as a result demonstrate a secure understanding of the indicators of abuse and the procedures for reporting concerns. Robust recruitment procedures for staff ensure their suitability and effective systems for assessing risks minimises hazards. The well-organised approach to documentation ensures a consistent approach to children's care; entries are accurately recorded and respect confidentiality. The manager has been instrumental in the setting's approach to self-evaluation, obtaining views of the staff, children and parents when reflecting on their practices. The staff team work together well under the effective leadership of the manager. She clearly monitors staff performance through regular supervision sessions, delegates individual staff to specific roles and identifies their additional training needs. Consequently, this positive approach contributes to the effective continuous development of the setting and promotes better outcomes for children.

Positive relationships develop with parents. Through the many positive systems for sharing information children's care is approached with consistency and two way communication systems are effective. For example, the children's individual diaries, the book sharing system, regular newsletters and the very effective displays in the entrance hall. The informative welcome pack issued to parents initially makes them aware of the practices and procedures and more extensive written policies are accessible to them in the setting. Staff welcome parents into the setting where information regarding the children's well-being is exchanged verbally and their views are valued. Parents are complimentary about the care and activities children receive and are happy with the service. The 'All about me' record parents complete initially make staff aware of the children's likes, dislikes, people in their child's life and specific aspects of their care. However, children's developmental starting points on entry to the setting are not included to provide a baseline from which to monitor their progress. Their child's learning journey is accessible to them at all times, although more formal systems for sharing and enabling them to contribute to their child's learning record is an area for future development. Positive links with the local school aid children's transition and support their individual needs. For example, children attend dance activities within the reception class and the teacher visits the pre-school setting. However, systems for establishing links with other settings children attend have not yet been developed to promote continuity in children's learning.

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

Children enter the welcoming environment, where they are happy, secure and their confidence develops. The staff team have a positive understanding of the Early Years Foundation Stage and get to know the children well. They interact well with children to actively engage them in various learning experiences to ensure they make satisfactory progress towards the early learning goals and develop skills for the future. The daily routine incorporates a good balance of adult-led and child-initiated opportunities. Long term planning reflects the time of the year and some themes. During weekly planning meetings they discuss their plans for the following week, although it is not always clear how children's individual next steps in learning are planned for due to the system not being robustly embedded into practice. The good deployment of a wide range of resources contributes to the well-organised setting, allowing children to become active learners. The environment is rich in displays of written word and number. However, the development of the outdoor area to extend children's learning, with particular reference to literacy and numeracy is an area for future development. Children's learning journeys contain examples of their art work, their 'All about me' record and photographic observations, which are annotated by their key person. Entries are not clearly linked to the areas of learning, some are not dated and their next steps in learning are not always included. Consequently the full extent of the progress they make cannot be effectively monitored. The manager clearly recognises that documenting observations and assessment is an area for future development. She clearly understands how to address this aspect and plans to introduce a developmental summary to reflect children's progress towards the early learning goals, although this is not yet fully embedded.

Children learn to develop their social skills at circle time as they explore and discuss the content of the feely bag or small box of items issued individually. They use the small soft toy they pass to each other as a talking aid to assist in their communication and confidence to talk as part of a group. The setting promotes children's understanding of literacy well and use interesting books to support themes and topics followed, such as 'Socks'. Children show a positive interest in books which they can access independently. Their interest is actively captured during story time encouraging them to interact and recall familiar aspects of the stories, therefore supporting the development of their early literacy skills. Various opportunities enable children to learn about the importance of exercise on their overall well-being and to promote the development of their physical skills. For example, they manoeuvre wheeled toys outdoors, engage in running games and visit the reception class to take part in dance sessions. Children have access to mark making materials within different areas of the setting, encouraging them to write for a purpose and support the development of the early handwriting skills. Some children confidently recognise letters that make up their name through the self-registration system and use of their name cards during the routine. Children's understanding of number and problem solving is incorporated well into all activities. They use their fingers to consolidate their learning and enter into basic addition. They sort and match socks according to colour and design. Some children show a keen interest in solving tasks such as completing puzzles independently,

making comparisons to the picture or colours on the box. They use their imagination well, as they care for the imaginary pets using the electronic health monitor within the vet's surgery, therefore introducing them to basic technology. Children develop their creativity by accessing a range of different media, which includes a range of recyclable materials and dancing to the sounds they create with the musical instruments. Various opportunities and resources promote children's understanding of the natural world, which include exploring insects and more natural items during their walks to the 'wooded area' in the school grounds.

Children develop a good understanding of staying safe. They practise fire evacuation and staff remind them of hazards and the consequences of their actions. Good routines ensure children develop a positive understanding of personal hygiene and adopt healthy lifestyles. Children receive a range of healthy foods at snack time and sit in smaller groups to support the development of their social skills. However, their self-help skills are not fully explored because the staff serve the drinks and snacks to them. Children have access to a range of resources and activities to promote their understanding of diversity, which include recognising different festivals throughout the year. Staff provide positive role models for children, to encourage their manners and they use positive techniques for the effective management of their behaviour. As a result, children behave well, are cooperative and responsive to the adult intervention when encouraging them to share.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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