

Bollington Pre School

Water Street Centre, Water Street, Bollington, MACCLESFIELD, Cheshire, SK10 5PB

Inspection date

Previous inspection date

15/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are very well-supported by staff who are caring, enthusiastic and committed to meeting their individual needs. Consequently, children are very happy, motivated and eager to learn.
- Careful consideration is given by staff to the organisation and layout of children's play areas. As a result, the experiences on offer contribute positively to children's all-round learning and development.
- Children's health and safety is well-promoted, and good quality care practices enable children to form close relationships with the staff.
- Effective teamwork and a strong emphasis on working in partnership with parents means that children's care and learning needs are well met.

It is not yet outstanding because

- Opportunities for children to develop their self-care skills at snack time are not fully explored.
- There is scope for the manager to further improve the monitoring of children's learning, so that assessments are even more sharply focussed and robust.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the three playrooms and outside play area.
- The inspector talked to the staff and held meetings with the manager of the setting.
- The inspector looked at children's assessment records, activity plans, policies and a range of other relevant documentation.
- The inspector checked evidence of suitability and training for practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Jan Linsdell

Full Report

Information about the setting

Bollington Pre School has been open for many years, but re-registered in 2012 on the Early Years Register following a change of premises. The pre-school is managed by a committee. It operates from the Water Street Centre in Bollington, Macclesfield. Children have use of three playrooms and there is a fully enclosed area available for outdoor play. The pre-school serves the local area and is accessible to all children.

The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The manager holds an early years qualification at level 5. An additional member of staff is employed to prepare children's snacks.

The pre-school opens Monday to Friday, term time only. Sessions are from 8am until 5pm. Children attend for a variety of sessions. There are currently 61 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase opportunities for children to develop their self-care skills at snack time by involving them more in tasks, such as setting the table, pouring drinks and serving food
- monitor children's learning more closely, to ensure a consistent and sharply focussed approach to assessing children's levels of achievement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff understand how children learn and successfully support children to develop the necessary skills to be ready for their next stage of learning. Children benefit from good quality interactions and lots of encouragement. Consequently, they eagerly participate in a wide range of stimulating activities that capture their interest and engage them well. Staff show enthusiasm in activities, which motivates children to play and explore. Key persons clearly know their children well, as they talk confidently about their skills, abilities and the next steps in their learning. Planning is differentiated to support the needs of both younger and older children and activities are evaluated to further enhance children's learning. Progress reports outline children's development in the prime areas and these are shared with parents, so that they know how their child is progressing. Consequently, children are working well within the typical range of development expected for their age. They are developing key skills in order to support their readiness for school.

Children clearly display a positive disposition for learning, as they actively explore toys and activities with interest and concentrate well on tasks. Staff ask open-ended questions, which encourage children to express their ideas and build on their vocabulary. The creative room is well equipped, with a variety of resources to entice children to explore

and engage in expressive arts. Children delight in rhyme time, where staff use their musical talents to encourage children to sing and dance. This helps to build children's confidence, as they learn about how their bodies move and recognise they are separate from others. Sensory areas in the garden enable children to explore the natural environment and learn about planting and growing. Children enjoy riding around on wheeled toys and learning how to skip, which supports their physical development.

Children learn about the natural world and have lots of fun collecting snow and ice in their buckets and one child proudly announces he has made a 'snow castle'. Staff show skill in sustaining children's interest in the ice, for example, by encouraging them to watch how it melts in their hands and see how it changes colour and shape. Children love to build in the construction area, which contains lots of high-quality equipment to support their imagination and understanding of how things work. Children's learning is supported well by staff; they have good opportunities throughout the session to work in smaller groups, for example, to read stories, sing songs and reflect on what they have enjoyed. Staff are keen to ensure children have fun as they learn, and when they ask if children have had a super morning, they all respond with a big cheer.

Engagement with parents and carers is very strong and staff work hard to build close and trusting relationships with them. Priority is given to ensuring parents are kept fully informed about their children's learning and staff provide detailed feedback to all parents at the end of each session. Parents are welcome to help out in the setting, which promotes partnership working. They are encouraged to share their cultural traditions and talk about their job roles, which further enhances children's learning.

The contribution of the early years provision to the well-being of children

Good quality care practices help children to form close and trusting relationships with the staff. Key persons ensure children's personal, social and emotional development is fostered well and there is a strong emphasis on building children's confidence. Staff give priority to meeting children's individual needs. For example, after reflecting on arrival procedures, changes were made in order to fully support younger children during the settling in process, to help transition. Staff display an in-depth knowledge of children's needs and backgrounds because they work closely with parents to build a picture of their preferences, care routines and interests.

Staff spend time reviewing the visual poster of rules with the children each day, which helps them have a clear understanding about how they are expected to behave towards one another. As a result, children know they have to share the toys and work as a team when tidying up. Staff value and reward children's efforts and provide lots of praise and encouragement. Consequently, children behave well, play co-operatively and develop good levels of self-esteem.

Children develop a clear understanding of good hygiene practices and why they need to follow them. This is because staff frequently engage them in discussions about toileting

and hand washing routines. Snack time is a sociable occasion, where children eat healthy snacks, laugh at funny-shaped vegetables and listen to staff as they share stories about their home life. However, children have little opportunity to practice self-care skills, such as pouring drinks and serving food.

Staff clearly explain safety issues to the children, such as why they need to wear shoes indoors and why they need to be careful outside due to the icy weather. This helps them to become aware of risks and how to manage them. Children take part in regular fire drills to support their understanding of fire safety. They know why they have to walk indoors and why they need to use kind hands, in order to keep themselves and others safe.

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

The staff team are fully qualified and work very well together to ensure children's learning experiences are interesting, challenging and fun. They have involved parents and members of the local community to create a vibrant setting for the children to enjoy. They show a strong capacity for maintaining continuous improvement, as they frequently reflect on their practice and adapt procedures to ensure they continue to meet children's individual needs.

The manager clearly understands her responsibilities in meeting the legal requirements of the revised Early Years Foundation Stage. She shows passion and drive to achieve high standards of care and education for all children, which inspires effective teamwork. Performance management is successful in ensuring that staff are supported to improve their knowledge, skills and practice. Staff are encouraged to consider where improvements may be needed and parents also contribute to evaluating the setting through the use of questionnaires. Detailed action plans clearly show targets for further improvement.

Robust recruitment, vetting and induction procedures ensure that children are protected and cared for by suitable adults, who have a clear understanding of their roles and responsibilities. Priority is given to keeping children safe, for example, by following effective policies and procedures, conducting risk assessments and maintaining good adult to child ratios. Staff are trained in safeguarding procedures, which means they know how to recognise signs of abuse and how to report any concerns about children's welfare.

The manager has a good overview of the educational programmes and ensures children receive a wide range of experiences to support their progress towards the early learning goals. She has recently introduced new tracking forms to help staff accurately monitor children's development, but these are not yet fully embedded. As a result, there is scope to improve their monitoring and implementation, in order to fully ensure children's assessments are sharply focussed and robust.

Effective partnership working with parents and other professionals contributes well to children's care and education. When children are ready to move to school, teachers are invited to the setting to meet the children, and staff offer additional transitional visits to

school so that children are fully supported. Parents are highly complimentary about the setting and think it is 'absolutely fantastic'. They comment that staff are 'very attentive and can't do enough', and they are 'blown away by the variety of things for children to do'.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY452060
Local authority	Cheshire East
Inspection number	810855
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	61
Name of provider	Bollington Methodist Pre School
Date of previous inspection	Not applicable
Telephone number	01625 400128

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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