

Atherton Pre-School Day Care

Hag Fold, Dorset Road, Atherton, MANCHESTER, M46 9PT

Inspection date

Previous inspection date

07/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Monitoring of all aspects of practice to inform continuous improvement is rigorous, leading to exceptional practice. Leadership is inspirational and staff are enthusiastic, which motivates children to learn.
- Staff have an excellent knowledge of how children learn and provide rich, varied and imaginative educational activities, with precise assessment and planning. This enables them to provide timely extra help for those children who need this.
- Children are highly confident and show an excellent level of independence for their age as a result of staff practice and a carefully organised learning environment.
- The daycare is highly successful in involving parents in children's learning, and there are very well-established routes for frequent information exchange between parents and the daycare.
- Children have exemplary support to develop literacy and communication skills through robust staff understanding and practice, along with support for parents to contribute to this area of learning.
- Partnerships with other professionals are highly effective in providing for children's needs. Children make excellent progress and transitions in and out of the daycare are exceptionally well organised to promote continuity of care and learning.

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 reviewed information available about the pre-school daycare, to prepare for the inspection.

A tour of the premises was made and the inspector had an initial meeting with the
- manager to establish a timetable for the day, which included time to discuss the leadership and management of the pre-school daycare.

The inspector carried out observations on childcare staff and their interactions with
- children throughout the day and examined documentation related to children's welfare and learning.
- Some staff members were interviewed to ascertain their knowledge of areas, such as safeguarding and individual children's learning.
- A joint observation was made by the inspector and a room leader of a member of staff who was leading a small group activity for children.
- The inspector also spoke to children to gain information about their learning.
- Parents were encouraged to share their views about their children's care and learning in the pre-school daycare.

Inspector

Jennifer Kennaugh2013-

Full Report

Information about the setting

Atherton Pre-School Day Care was re-registered in 2012 as a result of moving premises. It is run by a voluntary management committee. The pre-school daycare operates from Dorset Road Community Centre in Atherton, Wigan. The premises for childcare comprises of two large playrooms, with each room having integral toilet facilities. There are two fully enclosed outdoor areas, one for each room, which are directly accessible from the playrooms.

The pre-school daycare serves the local community and has links with various local schools and the local Sure Start centre. It is open Monday to Friday for 45 weeks a year. Sessions are from 9.30am to 12.30pm and 12.30pm to 3.30pm. The pre-school daycare also accepts children from 8.45am and can care for them until 4pm. Children can stay to eat a packed lunch, whether they attend one or two sessions in a day. The pre-school daycare offers early, funded education to two-, three- and four-year-olds and is registered on the Early Years Register. There are currently 66 children on roll, and of these, 44 are funded for early education. The pre-school daycare supports children with special needs and/or disabilities and children who speak English as an additional language.

The manager holds a first class honours degree in Childcare and Early Education. There are ten other staff, of whom one has a foundation degree in Child and Adolescent Mental Health, and seven are qualified to level 3 or higher in childcare. One member of staff has a relevant level 2 qualification and there are two unqualified apprentices. The pre-school daycare receives support from Wigan Sure Start.

What the setting needs to do to improve further

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

- develop the voluntary lending scheme for literacy activities at home so that it becomes a further targeted approach to help narrow gaps in children's progress.

Inspection judgements

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

The setting achieves consistently high standards across all areas of learning, due to meticulously planned educational programmes, excellent staff practice and rigorous monitoring. The manager's approach to continuously seeking ways to enhance children's individual learning is outstanding, and based in the continual refinement of planning, observation and assessment for children's learning.

Staff use small group work to develop children's communication skills. This type of activity also supports children's knowledge of number, and days of the week, as part of developing their knowledge of early mathematics. Small group work for mixing different paints into pastry provides a wealth of opportunities to extend vocabulary about colour, shape and size, as well as providing a means to develop children's manipulative skills. Staff encourage children to try new experiences, such as experimenting with different effects in a computer drawing packages, to extend their independence in this area of learning. They model language related to early science concepts, such as floating and sinking, when children play with the water table. Children are observed to use appropriate words correctly as a result of listening to staff and watching closely. Children enthusiastically chalk on walls and the ground, to prepare them for later writing skills. Staff model drawing different shapes and use strong questioning skills to help children to identify them. Children delight in using water and brushes to wash away the chalk marks, providing the basis for understanding about reversible and non-reversible changes as part of early science. Overall, children are extremely happy and highly motivated in their play, and show an excellent ability to persist with activities. Children across both rooms consistently show the characteristics of effective learners as a result of the excellent practice in the setting.

Planning draws on staff observations, which are spontaneous and focused, and takes into account children's interests and frequent information from parents. Laminated cards are prominently displayed in each of the room areas describing the role of the adult in that area to enhance learning outcomes for children. The manager has also introduced wall cards to remind staff of the characteristics of effective learning that children may demonstrate. This develops their skills beyond simply observing for learning in subject areas. As a result of the use of the 'Every Child a Talker' programme, there are also wall cards to reinforce exemplary practice when communicating with children. For example, these remind staff to give children 'thinking time' or to make sure staff have their attention before speaking to them. All of this also helps to support volunteers and students in the setting, developing their ability to enhance the experience for children across the setting.

Assessment is highly precise and meticulous. It tracks children's progress from entry to the setting through each term they attend. The coding system shows if progress is emerging, developing or fulfilling expectations for development bands during each term, using the 'Development Matters in the Early Years Foundation Stage' guidance to exemplary effect. The system enables key persons to easily identify children's strengths and areas where more development is needed, so that interventions are timely and any gaps in learning are quickly able to be addressed. Consequently, children can receive

optimal challenge due to individual planning. Children are observed closely during the time after joining, and starting points are ascertained through this and the information from parents in order to subsequently measure progress. Funded two-year-olds receive additional monitoring of progress, to enhance their learning. The manager moderates all assessment by key persons to maintain the quality of this aspect of practice. She uses this to help identify children whose progress requires extra planning, as an early intervention. This intervention is by way of inclusive planning for activities to target the potential gaps in children's learning. The result of this is then monitored, to determine the next steps that need to be made to support the child. The whole process enables the setting to rapidly identify when children may require support from other professionals, and to secure this, in order to narrow gaps in learning. As a result, all children are supported well to be ready for school.

The ways for parents to contribute to children's learning are thoroughly embedded in the setting's practice. Parents return regular updates about their children's interests and family life through meetings with key persons and the observation sheets available in each room. They also have independent access to resources, such as literacy activity packs in order to support their children's learning at home. As a result, the setting is highly successful in supporting parents to engage with their children's learning.

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

The setting operates a key person system in order to support children's emotional welfare. A flexible approach means that if a child develops an attachment to another childcare staff member, after joining, the key person can be changed to meet their needs. This supports children's emotional security and demonstrates that their views are taken into account. Consequently, children's learning can be facilitated due to strong emotional security. Childcare staff show an excellent knowledge of children's interests as a result of observations, information from parents and talking to children informally or during communication group times. Children are extremely confident and self-assured as a result of expert key person practice and staff are highly sensitive and caring as they settle children into the setting. Behaviour is excellent and children show exemplary self-control, including at small group times led by staff, such as ones to develop listening skills. Children use toys and simple implements like brushes or cutters safely, showing an excellent regard for their welfare and that of others. Resources outdoors, such as climbing frames with slides and platforms, enable children to develop an understanding of risk through physical challenge, combined with careful supervision.

Resources indoors and outside are arranged to promote development of children's independence skills and enhance the opportunities to make their own choices about play. This is as a result of the evaluation process, along with training for staff about the creation of a play environment that encourages children to develop effective communication skills. Children are encouraged to serve themselves drinks at snack time in both rooms, to further develop independence, along with the manipulative skills needed to pour liquids. Staff are sensitive to the level of support needed by individual children to use the toilet facilities and provide a consistently high standard of personal care for children. Outdoor play is available for the majority of each session in both rooms to develop children's

understanding of exercise as part of a healthy lifestyle. Children clearly enjoy their snacks of fruit and the setting has implemented a healthy lifestyle scheme, which successfully enables children to talk about the benefits of a balanced diet and regular exercise.

Transitions within the setting are managed flexibly depending on the needs of the child, in order to further promote children's emotional welfare. The setting staff provide very thorough information prior to the intake of new children to familiarise parents with the routine, care and education of the setting using individual meetings with parents. Parents complete a highly comprehensive booklet prior to children joining the setting so that staff have a wealth of information in order to support children's care and education in the early weeks of attending. Information is sought from settings that children attend before the pre-school setting to promote continuity of care and education. Information exchange between the pre-school setting and parents is an effective ongoing process.

Transitions from the pre-school setting are very well managed for all children, whatever their needs, using meetings between key persons, the setting manager and staff from next settings. Children with special needs and/or disabilities are observed in the setting by staff from their future setting, so that they are seen in familiar surroundings. The manager and special needs coordinator work in partnership with other professionals to secure any appropriate support children may need in their future learning. Detailed information is passed on to next settings to promote continuity of children's progress and welfare. The manager takes care to follow up where funded two-year-olds transfer to, if parents do not choose to take up a place for them in the pre-school room, in order to support their future learning and welfare. Overall, the setting makes an outstanding contribution to children's physical and emotional well-being.

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

Risk assessments and safety checks are robust and regularly reviewed so children can move safely and freely in permitted areas. Highly comprehensive systems are in place for recruitment and induction of staff, along with induction of students and volunteers, in order to protect children. Staff receive regular, externally delivered training in safeguarding. Consequently, they have an excellent understanding of procedures to manage any concerns they may have about a child's welfare. Designated staff are responsible for safeguarding, additional needs, behaviour management, language development and equality of opportunity so that roles and responsibilities are clear. All documentation related to the revised statutory requirements is completed to an exemplary standard to support the safe and effective running of the setting, including policy for the use of portable data devices and cameras on the premises.

Staff demonstrate an excellent understanding of how to facilitate children's development and knowledge of the areas of learning in the revised Early Years Foundation Stage. Consequently, children's progress toward the early learning goals is significantly enhanced, including for children with special needs and/or disabilities. Systems for monitoring educational programmes, individual planning and assessment are robust, so that children receive a rich and varied learning experience based on their individual needs. The highly

precise systems for assessment and monitoring the quality of this mean that staff can implement early interventions to support children's learning. This includes the involvement of other agencies and professionals. Partnership working with other professionals and settings to support children's individual needs is exemplary, including at transition times. There are highly effective links with the local Sure Start centre, especially with regard to supporting the needs of funded two-year-olds and monitoring their progress.

There is a substantial amount of information displayed in both rooms and the entry areas to support parents. This includes information about safeguarding, developing children's literacy and communication skills and local resources for young children and parents. Parents are encouraged to contribute to the evaluation of the setting through a variety of ways, so that the setting reflects the needs of children and families more closely. The setting makes full use of the large building available to them, by organising regular coffee mornings for parents to meet in the cafe area. This enables parents to access peer support and promotes family resilience through social gatherings.

The voluntary committee, the manager and staff work together to set highly purposeful and ambitious targets to maintain continuous improvement in practice and enhance outcomes for children. Systems for staff performance management and identifying training needs are highly effective. The manager and all staff demonstrate inspiring enthusiasm in their work with children. The capacity for continuous improvement is excellent, due to the manager's outstanding organisation, leadership and vision, along with strong support from the staff and committee.

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	EY448674
Local authority	Wigan
Inspection number	881644
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	66
Name of provider	Atherton Pre-School Day Care Ltd
Date of previous inspection	Not applicable
Telephone number	01942884184

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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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