

Red Robin Pre-School at Gravelhole Methodist Church

Gravel Hole Methodist Church, Castleton Road, Royton, OLDHAM, OL2 6UP

Inspection date	21/03/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children feel safe and secure in their relationships with staff and the implementation of an appropriate key person system improves relationships with the children and their families, supporting the children's well-being.
- Staff support children to develop a suitable understanding of the importance of physical exercise and a healthy diet, and to manage their own hygiene and personal needs so that they can begin to understand about health and hygiene.

It is not yet good because

- The observations of individual children's progress is variable and is not always up-to-date. As a result, activities do not always take account of what children know and can do to provide sufficient challenge and enjoyment.
- The information collected from parents does not consistently identify children's starting points. Consequently, staff do not have a strong basis from which to plan, monitor and track children's progress.
- The process for self-evaluation is not sufficiently robust to demonstrate clearly how targets are prioritised to drive continuous improvement, and how parents and children are involved in this process.
- The procedures for assessing any risks to children's safety require enhancement,

specifically in regard to hazardous items in the disabled toilet area and the outdoor chair lift.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 play room and the outside play area.
- The inspector held discussions with staff and sampled children's assessment records and planning documentation.
- The inspector checked evidence of safety, and the suitability and qualifications of staff working with children.

Inspector

Anne Drinkwater

Full Report

Information about the setting

Red Robin Pre-School re-registered in 2012 and now operates under a management committee. It is registered on the Early Years Register and operates from basement rooms beneath Gravelhole Methodist Church in Royton, Oldham. The committee employs a manager and four members of child care staff. Of these, all hold appropriate early years qualifications at level 2 and 3. The pre-school opens Monday to Friday during term time only, sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 26 children attending who are in the early years age group. The pre-school is accessible to all children and there are enclosed areas available for outdoor play. There are steps down to the basement or a lift is available for those with mobility difficulties.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- regularly observe and assess each child's progress across all areas of learning in relation to their age and stage of development and use this information to identify the next steps in their learning and plan challenging activities and experiences.

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

- extend the systems for monitoring and self-evaluation that include staff and parents' views and help to inform priorities and set challenging targets for improvement
- further involve parents so that they are able to share their children's initial starting points and are fully involved in their children's learning and development in the setting
- enhance the procedures for assessing any risks to children's safety, this specifically relates to hazardous items in the disabled toilet area and the outdoor chair lift.

Inspection judgements

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

The staff demonstrate an appropriate awareness of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and as a result, children make satisfactory progress in their learning. Staff plan interesting and challenging activities and experiences that meet the individual needs of all children sufficiently well. The educational programmes have sufficient depth and breadth across the seven areas of learning which ensures children are motivated and eager to learn.

Staff record observations in order to assess each child's stage of development. However, these are inconsistent amongst all staff, resulting in planning for children's next steps in learning not always being identified promptly. This means that not all children are challenged or make as good progress as they could. In addition, children's developmental starting points on entry are not always sought to be able to plan for the individual child, as a result, activities are not planned initially to challenge children in their play and extend their learning. Parents can readily identify their child's key person and engage in discussions as to how their child is developing. However, parents are not fully involved in contributing to their child's learning in order to help them make the best possible progress.

Resources in the playroom are imaginative, plentiful and easily accessed by children. This encourages all children to explore, investigate and develop skills needed to prepare them for school. Staff maximise the use of the indoor and outdoor areas and ensure both areas promote children's learning. For instance, throughout the session, young children can freely choose to play outside, enjoying a range of activities which include, planting, water play, mark making and number games, they particularly like the chair lift, which is on occasions transformed into a den. They have great fun as they play and then run away laughing and screaming. This enables children to develop their physical skills, such as climbing, crawling and sliding on a daily basis.

Children engage well with staff, listening carefully to the action song, 'hi ho, hi ho', which enables them to successfully anticipate key routines, for example, snack time or tidy up time. Children's creativity is promoted appropriately as they choose to play with a variety of art and craft, small world, construction and role play resources. Younger children begin to treat baby dolls with care and older children, especially the boys, pretend to be mums or dads as they play in the role play area or with the dolls houses. Children gain from lots of opportunities to explore and investigate with computers and microscopes. The staff interact at all times with children, extending their communication, language skills, maths and personal, social and emotional development through questioning and giving children the opportunity to become independent. As a result, children are confident, sociable, and able to express their own preferences and interests and ensuring they are very well prepared for school.

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

The pre-school garden includes areas for planting and growing, and children help to prepare the soil and plant bulbs and seeds. Children gain an awareness of different parts of the local community and resources and books reflect positive images of diversity. In addition, welcome signs in the playroom are written in different languages. Children learn

how to keep themselves safe. For example, they are reminded to take turns on the climbing frame and staff are consistent in their management of behaviour, with a focus on positive reinforcement in order to boost children's self-esteem. Young children play happily alongside others and seek out staff for support, and friendships have formed amongst older children. Children are settled, happy and confident as a result of positive relationships between them and their key person. Children's personal, social and emotional skills develop well. As a result, children are gaining the necessary skills for their transitions both within the setting and as they move on to school, when the time comes.

Children's social skills are promoted appropriately at snack times. They sit together and talk to each other and to staff in a relaxed atmosphere as they enjoy their food. Children's good health is considered, as staff provide them with a balanced diet that includes good portions of fruit each day. Snacks are very healthy, varied and nutritious, and children enjoy their food. Children are developing the ability to attend to their self-care needs. They confidently carry out good hygiene practice and explain to staff that they have washed all the germs off their hands. They are aware that they must wash their hands before eating and after using the toilet and they are encouraged to put on their own coats before playing outside. This demonstrates children have good understanding of hygiene and are becoming independent.

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

All staff are aware of their responsibilities with regard to protecting children from abuse. A safeguarding policy is accessible to staff and parents and is in line with the Local Safeguarding Children Board procedures. Copies of the settings policies and procedures are provided for parents, this includes the complaints procedure. Children are safeguarded because recruitment and selection procedures are clear. Staff are not allowed unsupervised access to children until all checks are completed. In addition, regular fire drills are completed to ensure children can act appropriately in the event of a fire, while daily safety checks are completed on the playroom to ensure it is ready for children's arrival each day. However, not all hazards have been identified when completing risk assessments, for example, the disabled toilet is used to store mobile room heaters and partition boards, and an assessment of the recently installed chair lift has not been considered. However, this has little impact on the children as the disabled toilets are used by staff and the chair lift is not in operation.

The management team ensure that staff are aware of and use the 'Statutory Framework for the Early Years Foundation Stage' and the guidance document 'Development Matters in the Early Years Foundation Stage'. As a result of this guidance, observation documentation has been amended so that staff can observe and assess children's stage of development appropriately. However, the frequency of these observations is not consistent amongst all staff. The management team monitor staff performance through formal appraisals, team meetings and supervision. Training is encouraged, for example, a number of staff and volunteers are undertaking childcare related courses and statutory training, such as first aid. New staff members undertake an induction into the setting including their role and

responsibilities. Regular team meetings allow staff to give their ideas and consolidate their learning. Management welcome the advice and support from the local early years advisors and have an action plan in place using a local authority audit toolkit. Self-evaluation is being developed. However, this has not been extended to include staff and parents and is not rigorous enough to ensure fully effective practice with regard to observations and planning for all children.

Information for parents is readily available throughout the setting. This includes information on oral hygiene, how staff implement the learning and development requirements, opportunities to volunteer in the setting and the procedure regarding mobile phone and camera use. Parents are consulted at the settling-in period of their child and provide information as to their child's home background likes and dislikes. They can readily identify their key person and engage in discussions as to how their child is developing. However, parents are not fully involved in the contribution to their child's learning, to help them make the best possible progress.

Parents speak highly of the provision and feel confident in staff meeting their children's needs. The management team work with other agencies to support children with identified additional needs. For example, they work closely with health professionals and speech and language professionals. Presently there are no children attending who also attend other settings, but staff are aware of the need to share information regarding the children's development in order to ensure continuity of care and learning.

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 action. 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	EY452935
Local authority	Oldham
Inspection number	885419
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	26
Name of provider	Gravel Hole Methodist Church
Date of previous inspection	not applicable
Telephone number	07884 165351

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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, which are usually the childminder's 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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