

Twincle Pre-School

Wincle C of E Primary School, Wincle, Macclesfield, SK11 0QH

Inspection date	22/04/2013
Previous inspection date	08/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 supremely confident and engrossed in their learning throughout the day and make good, and sometimes very good, progress in all areas of learning from their individual starting points.
- Children enjoy a wide range of exciting activities and mostly easy access to a good range of toys and resources that promote their learning and ensure they have fun in their play.
- Very close links with school support children extremely well in their transition from pre-school to school.
- Children's safety and welfare is promoted well as staff work closely with parents, know children well and value them highly as unique individuals.

It is not yet outstanding because

- The extensive creative art materials and large wooden blocks are not easily accessible for children to explore, in order to further develop their skills in design and construction by using a wide range of materials and resources.
- Close links have not been established with all other settings that children attend to enable them to share information and further enhance children's very good 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
- 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 spoke to children and observed activities in the playroom and outdoor play areas.
- The inspector held a meeting and conducted a joint inspection with the deputy manager.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the pre-school's policies and procedures.
- The inspector looked at children's observation and assessment records, planning documentation, evidence of suitability of practitioners working within the setting, and a range of other documentation.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

Inspector

Barbara Wearing

Full Report

Information about the setting

Twincle Pre-School was registered in 1996 on the Early Years Register. It is run by a committee and operates from a mobile classroom in the grounds of Wincle Church of England Primary School in Wincle, Cheshire. Children also have access to areas within the main school, an enclosed outdoor play area and shared use of the school grounds.

The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and three hold level 3, including one with a level 6 qualification.

The pre-school opens Monday to Friday from 8.45am to 3.15pm during term time only. There are currently 11 children on roll who are in the early years age group. The pre-school provides funded early education for 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:

- review the organisation of the room to increase opportunities for children to develop their skills in design and construction by using the extensive range of creative art materials and large wooden blocks

- build closer links with all other early years settings that children attend to promote sharing of information and further enhance children's learning.

Inspection judgements

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

Children play and learn with joy and enthusiasm as staff provide an exciting range of resources and activities that interest and inspire them. They make good, and sometimes very good, in all areas of their learning. Staff know children well as they observe them closely and routinely share information with parents about their children's interests and progress at home and pre-school. They use the 'Development Matters in the Early Years Foundation Stage' guidance to track children's progress, identify any gaps in their learning and plan their next steps. Progress checks at age two are completed in conjunction with parents and show an accurate summary of children's skills and abilities. Parents are supported to enhance children's learning at home, for example, through the use of story sacks. These include a book, props and ideas for how to use them to promote children's

skills. Children tell staff and remind parents to fill out stars on the 'star board' to share celebrations of their achievements at home.

Very close links are established with the co-located primary school that children transfer to. Staff from the reception class spend time with the pre-school staff to support them in their implementation of the Early Years Foundation Stage. This ensures that children are supported well in developing the skills needed for their transition to school.

Staff interact closely with children in their play, while also allowing them opportunities to explore on their own or play with their friends. They often ask questions that challenge and extend children's learning during adult-led activities, free play and daily routines. Children are confident and highly skilled in their language and communication skills. They eagerly talk to staff and often construct complex sentences to share ideas and to recall experiences. Staff listen with interest and ask questions that show children that their views are valued, and encourage them to extend their vocabulary, language and imaginations. Children enjoy looking at books and listening to stories. They have many opportunities to learn that print carries meaning and to learn and recognise letters and letter sounds. Children can recognise their own names and routinely use their name cards to self-register and to indicate what snacks they would like on the snack board. Staff encourage children to link sounds to letters throughout the day. Children listen for the initial letter sound of their own names as staff ask them to go and wash their hands using the sound of the first letter in their name. Some children can write their own names and are beginning to write other letters with skilled support from staff. Children enthusiastically draw pictures or 'write' letters to their parents in the well-resourced writing area. They 'sound out' the letter sounds with staff, who also help them to draw the letters in sand before writing them with a felt-tipped pen.

Children demonstrate a strong interest in mathematics and staff are skilled at promoting and challenging their skills throughout the day. Children often refer to objects by size and shape and regularly count. They count how many jumps they do on the trampoline, how many cherries they have on the buns they make with play dough, and how many children there are at pre-school. Staff take opportunities to encourage children to count and calculate through planned activities and as they play. Children greatly enjoy singing a song about frogs. Staff encourage them to count how many lily pads and children there are and they calculate that they do not have enough lily pads for all the children. They agree to do the song twice and calculate how many frogs are left as they jump off the lily pads.

Children have many opportunities to develop an understanding of the world. They study the changes in tadpoles as they learn about the life cycle of frogs, and look at the petals and stems of the daffodils when deciding that they need throwing away. They enjoy planting and growing flowers in the garden and thoroughly explore a range of natural materials that include pine cones, shells, star fish and bark. A file containing photographs shows children engaging in a wide range of activities. They use various toys and resources that enable them to learn about their own and others' cultures, customs, beliefs and lifestyles.

Outdoor play areas are used throughout the day and promote all areas of learning. Therefore, children can be active in their play and learning. They develop their good

physical skills and coordination as they climb and balance on the large climbing frame and enjoy plenty of space to run and ride on bikes in the large playground. Children benefit from an extensive range of creative art and construction resources to promote their expressive arts and design skills. However, some of these are hard to access as the storage of a container of large wooden blocks prevents children from having free access to the full range of collage materials. Nevertheless, children greatly enjoy using sticky tape and glue to join paper and stick envelopes in the writing area. They learn to blow through straws when bubble painting to represent frog spawn and create their own pictures at the painting easel.

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

Children are extremely confident and demonstrate a very strong sense of belonging within the small and friendly pre-school, which provides exciting and stimulating indoor and outdoor environments. They settle quickly into the pre-school and build close bonds with their key person and small staff team, who treat them with a great deal of care and respect. Children's views and feelings are sought and valued highly. For example, at register time staff welcome children individually and ask if they are happy or sad. Children confidently explain how they are feeling and state why. They show care and concern for each other and are very polite. This is encouraged and praised by staff, who have high but appropriate expectations of behaviour. Children are aware of these, and often remind each other of them. This is demonstrated by a child who earnestly tells another that 'we have to be kind to each other', when there is a brief dispute over a toy. Children learn to take turns by negotiating and using timers to show when their turn has finished. Close links with parents ensure that staff have a good knowledge and understanding of children's individual needs, and these are met with sensitivity.

Children transfer to school with ease as they know the school and reception class staff well. They have lunch in the school each day, join in with special events, and the staff from the reception class spend time at the pre-school working alongside staff and building relationships with children. Children enjoy sociable mealtimes in the school hall. Meals are freshly prepared from local produce and provide children with a nutritious diet. Staff further promote children's health as they maintain good levels of hygiene and support children to develop independence in their personal hygiene. Children access tissues to blow their own noses, are reminded of when and why they should wash their hands, and talk about healthy and unhealthy foods. They benefit from regular exercise and fresh air and describe the effects of exercise on their bodies as they exclaim that they are 'exhausted' after jumping on the trampoline. When getting ready to go out to play in the school playground, children are aware that they have fluorescent jackets so that staff can see them and make sure they are safe. They learn how to use tools and equipment safely and are aware of boundaries in place to keep themselves safe.

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

During the recent absence of the pre-school manager, the deputy has taken on the management responsibilities. She has worked hard to evaluate and implement areas for

improvement and maintain the good quality provision, while introducing the Early Years Foundation Stage. She observes and listens to children closely and works in conjunction with colleagues, parents and other professionals. This ensures that activities and experiences are offered to children to enable them to make good progress. The deputy is a positive role model to the very small staff team. She observes their practice and routinely offers advice and support regarding how they can further promote children's learning. She regularly reviews children's observations and assessments to ensure that any gaps in their learning are quickly identified and that appropriate support advice is sought swiftly. The deputy works closely with the co-located school and deploys staff well to ensure consistency is maintained for children and their families. Attendance at recent training held by the local authority has supported her in her temporary role as manager and in identifying areas for development.

The views of parents and staff are routinely sought through informal discussions, meetings of the pre-school committee and trustees, and weekly staff meetings. These ensure that they are fully involved in identifying, developing and monitoring improvements to the pre-school. They have all been involved in a recent fun day to raise funds for a canopy for the pre-school's outdoor play area. This was identified as an area for improvement to enable children to have access to a wider range of resources outdoors, including space to make full use of the large wooden blocks indoors. However, few links have been established with other early years settings that children attend. Therefore, opportunities to share knowledge of children to fully enhance or extend the learning that they have enjoyed at each setting are not maximised.

Children are safeguarded well as all pre-school staff are aware of the signs and symptoms of abuse or neglect. They are confident in how to report concerns to the appropriate manager or agency. They are clear regarding the pre-school's whistleblowing procedures and receive regular training to update their knowledge of current safeguarding policies. Thorough risk assessments are conducted on a regular basis to ensure that any hazards are quickly identified and appropriate action is taken to reduce the risk of accidental injury to children. All staff have current certificates in paediatric first aid to enable them to further promote children's welfare in the case of an emergency. Rigorous vetting and recruitment procedures ensure that staff are suitable and have the appropriate skills and qualifications to care for children. They receive a thorough induction to support them in fulfilling their roles and responsibilities in line with the pre-school's policies and procedures.

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	305404
Local authority	Cheshire East
Inspection number	818746
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	11
Name of provider	Wincle Playgroup and Care Club Committee
Date of previous inspection	08/03/2012
Telephone number	01260 227252

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

