

Pastures Green Preschool

130 Haven Lane, OLDHAM, OL4 2QQ

Inspection date

Previous inspection date

25/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 are supported in their communication and language skills so they are confident and able to express themselves clearly.
- Children are independent in their learning and take on responsibilities, such as pouring their own drinks at snack times.
- Safeguarding is effective because clear policies and procedures are known and implemented well by staff. As a result, children are kept safe.

It is not yet good because

- The educational programme for literacy is not covered in sufficient depth and resources and activities to support reading and writing are not fully developed. As a result, children are not effectively prepared for school.
- Planning does not always effectively meet the individual needs of children because observations do not clearly identify children's next steps in their learning. As a result, children only make satisfactory progress.
- The resources organised outside are not always easily accessible to children. This means that children are limited in their choice of activities across all areas of learning.
- The process of self-evaluation is not sufficiently robust to demonstrate clearly how targets are prioritised and planned for to drive continuous improvement and how parents and children are involved in the process.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main room and in the outside area.
The inspector checked evidence of suitability of staff working with the children and
- looked at induction and staff training procedures. The inspector also looked at policies and children's records.
- The inspector spoke to the owner, manager and staff in the pre-school.
- The inspector looked through children's assessment records and planning documentation and discussed these with staff.
- The inspector took account the views of children, a parent and a grandparent spoken to on the day.

Inspector

Emily Wheeldon

Full Report

Information about the setting

Pastures Green Preschool was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Greenside area of Oldham and is privately owned. The pre-school serves the local area and is accessible to all children. It operates from a detached building and there is an enclosed area available for outdoor play.

The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and level 4.

The pre-school opens Monday to Friday, all year round, except at Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions, including the out of school provision and the holiday club. There are currently ten children attending in the pre-school who are in the early years age group. Three children in the early years age group attend the out of school provision. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- improve the range of experiences and resources offered to children in the area of literacy by: giving children access to written materials, such as, books or poems and a wide range of writing tools to ignite their interest; modelling writing for a purpose, such as shopping lists; and including opportunities for writing in role play
- develop systems to observe each child's development and learning, assess progress and plan for next steps and link children's next steps into planning.

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

- organise resources more effectively outside so they are easily accessible for children to reach and fetch, such as, writing materials to develop hand-eye coordination skills and bikes to develop larger motor skills
- develop further systems of self-evaluation, taking into account the views of staff, children and their parents to inform the setting's priorities and set challenging targets to enhance improvement planning.

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

Children make suitable progress in their learning and development, however, staff do not always focus on supporting the children's next steps in their development. This is because the current system of observational assessment and activity planning does not clearly identify children's next steps in their learning. Planning is usually based around a theme or topic and does not always cater for children's interests. As a result, planning is not sharply focused or individualised to meet children's needs effectively. Staff are familiar with and refer to the 'Development Matters in the Early Years Foundation Stage' guidance to track children's progress and to plan activities to interest them.

Overall, the educational programmes are adequate and the environment is conducive to appropriate learning across the seven areas of learning. However, the provision has yet to provide additional depth and breadth across each area of learning, particularly in the area of literacy. Children develop an interest in stories and learn about letter sounds through play and engage in activities which encourage them to experiment in writing. However, not enough planned and unplanned activities or resources are organised so that children make better progress in their literacy skills. For example, by making the role play area and reading area more stimulating, rich in print and giving children opportunities to write for a purpose. Children are effective communicators and talk about animals they can see in the

field, which is next to the outdoor area. They talk excitedly about a herd of goats galloping across the top of the hill and say, 'Look, goats. They are running away.' Staff support children's personal, social and emotional development and communication and language skills well in activities and routines. For example, staff interact with children and ask them what they have been doing at home and talk about family members. As a result, children feel a strong sense of belonging and confidently share their stories about their family and community.

Mathematical concepts are incorporated in all activities and routines. For example, children use language, such as 'full' and 'empty', to compare quantities as they tip soil in to plant pots. Children confidently count in sequence to ten and talk about colours they see in the environment. Teaching is effective in mathematics. For example, staff support children counting pieces of toast by modelling accurate counting skills by pointing with a finger and touching each piece.

Parents are suitably informed about their child's progress. For example, they are invited to attend meetings with key persons to look through children's records and discuss progress. Staff send diary sheets home daily so parents know what their child has done that day. Useful information about the Statutory Framework for The Early Years Foundation Stage is displayed on the parents' notice board so parents know what is being covered in the curriculum. Staff have yet to complete the progress checks at age two, however, they have systems in place to ensure these assessments are carried out.

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

Children settle well when they first start because caring staff ensure transitions between home and the pre-school are carefully planned. For example, parents are asked to share details about their child's interests and routines so that staff can mirror the same in pre-school. Children are assigned a key person and relationships develop quickly so children immediately feel that close bond and feel emotionally secure. Parents comment on how well staff handle their child's settling in so that they all feel confident and happy. For example, they say, 'Staff are caring and approachable and my daughter has settled in quickly.' Staff are aware of the importance of preparing children for school to ensure transitions are smooth. They have systems in place to ensure teachers and pre-school staff meet together to share information about children. When older children use the out of school provision, staff ensure messages are passed on to teachers so that there is continuity of care.

Children move appropriately around the premises, indoors and outdoors, because there is suitable use of space to allow their free access to all areas. The outdoor area is spacious and children enjoy the benefits of fresh air and space to run around. They run, skip, jump and wave their arms in the air to develop their physical skills. Resources outside are appropriate, however, equipment to support children's physical skills are not always readily available. For example, equipment used to support children moving in different ways, such as bikes and writing materials to develop effective hand control. As a result, children have less opportunity to develop their physical skills or make choices in their play.

Children develop a sound awareness of keeping themselves healthy and safe. For example, staff use routines to talk about hygiene and role model practices, such as washing hands with soap. Consequently, children thoroughly wash their hands and understand why they need exercise. Snack and mealtimes are sociable occasions and children are encouraged to be independent, such as pouring their own drinks. Other examples include children handing out plates to their friends and managing their own personal hygiene. Children's care needs, such as learning to potty-train, are catered for by supportive staff. They sit at the table and are good role models to the children. For example, they encourage children to talk with friends, remind them to say 'please' and 'thank you', and praise them.

Children's behaviour shows that they feel safe and can share concerns with their key person or other members of staff. They gain knowledge about keeping themselves safe because staff talk to them about why they check for potential hazards outside. For example, they say, 'What do you think we might be looking for?' and children say, 'Anything that might be dangerous so we are kept safe.'

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

Children are well-protected because all staff have a secure knowledge and understanding about safeguarding policies and procedures. The premises are risk assessed by vigilant staff and any potential hazards are quickly removed, to minimise risks to children. Effective procedures for vetting, recruitment and induction are in place so members of staff are suitable to work with children. All required documentation needed to meet the welfare requirements of the Statutory Framework for the Early Years Foundation Stage is in place to enable the smooth running of the setting.

Staff are supported by a dedicated manager who works hard to meet the needs of the children. Staff are encouraged to go on further training in order to equip them with additional skills which benefit the children. Appropriate monitoring of staff practice is carried out by the manager on a daily basis. As a result, the manager has a sound knowledge of the skills of her team. The setting has a fair view of areas of strength and areas for development. For example, staff are aware they need to purchase more equipment and develop the outside area in order to make it more stimulating. Self-evaluation is in the early stages as the pre-school has not been operating for very long. Although, staff know what to improve in order to raise the quality of provision, views from parents, staff and children are not fully incorporated in the self-evaluation process. As a result, self-evaluation does not give a wholly accurate picture of the pre-school.

The monitoring of observations, planning and assessments are overseen by the manager on a regular basis. Staff are familiar with the age and stages of children and have a sound understanding of children's progress given their starting points.

Links with parents and local schools are sound and mean appropriate continuity of care for

children. Staff know who to contact should they need to involve outside agencies for children with additional needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY454627
Local authority	Oldham
Inspection number	891724
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	10
Name of provider	Suzannah Marie Walsh
Date of previous inspection	not applicable
Telephone number	07718172345

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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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