

Bowdon Pre-School

Bowden Day Centre, Stamford Road, Bowdon, ALTRINCHAM, Cheshire, WA14 2TR

Inspection date

Previous inspection date

28/06/2013

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 benefit from a varied and stimulating range of experiences and activities which capture their interest and spark their imagination. The staff have a secure knowledge and understanding of how children learn and of how to support them. As a result, children are motivated and eager learners, who make good progress in their learning and development.
- The effective key person system successfully supports children's emotional well-being. Children form positive and trusting relationships with the adults who care for them. This helps them to feel comfortable, settled and secure in the provision.
- Partnerships with parents are very strong and contribute greatly to children's individual needs being effectively identified and met.
- Staff provide clear and consistent messages to help children learn about acceptable behaviour. As a result, children behave well, showing they understand the boundaries and routines.

It is not yet outstanding because

- Children are not always given time to think how to respond to open-ended questions from the staff, therefore, their critical and creative thinking skills are not always fully supported.
- There is scope to improve opportunities to encourage children to develop and practise their emerging pencil and writing skills.

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 main playroom and outdoor play area.
- The inspector spoke with staff, children and the provider at appropriate times throughout the inspection and at the end of the session.
The inspector observed children's assessment records, planning documentation,
- evidence of the suitability of staff working within the provision, a range of other documentation including the provider's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and those expressed on returned questionnaires.

Inspector

Kay Armstrong

Full Report

Information about the setting

Bowdon Pre-School was registered in 2013 on the Early Years Register. It operates from Bowdon Parish Centre in the Bowdon area of Trafford and is a pre-school with a Christian ethos. The provision is owned and managed by a limited company. It serves the local community and is accessible to all children. Children have access to the sports hall and youth room, which are the ground floor of the centre. There is also an enclosed area available for outdoor play.

The provision opens Monday to Friday during school term time and sessions run from 9.15am to 2.30pm. Currently there are 16 children on roll, all of whom are in the early years age group.

The setting employs five members of childcare staff. Of whom one is a qualified early years teacher with a level 6 qualification. The manager is qualified at level 3 and one member of staff is qualified at level 2. The provision receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their critical and creative thinking skills by giving them time to consistently think and organise their thoughts about what they want to say and how they will say it

- support children's emerging writing skills further, for example, by encouraging them to write their own names on their creative work.

Inspection judgements

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

Staff have a thorough knowledge of the Statutory framework for the Early Years Foundation Stage. They pay close attention to ensuring that all children are happy and enjoy their time at the provision. This contributes greatly to children being enthusiastic and positive about their play and learning. As a result, children are becoming active learners, who are eager to explore the wide range of activities available. They concentrate well on self-chosen tasks. For example, children express their creativity as they make models from recycling materials. They particularly enjoy decorating their models with coloured paperclips and bottle tops, using copious amounts of glue and sticky tape. Staff

fully understand how children learn through play, they support them well and the quality of teaching is good. They are aware of children's interests and follow their lead. For example, as children play imaginatively pretending they are hairdressers, staff become the models who request different hairstyles.

Children are encouraged to become independent learners and are well prepared for the transition to the next stage in their learning. Their independence is fostered well as children can select from a wide range of easily accessible resources to play with. They are becoming confident speakers as they eagerly stand up at circle time and talk to others about what they have brought in for 'show and tell'. Staff work hard to develop communication and language skills. For example, daily routines ensure all children spend dedicated time on focused activities based on letters and sounds. They enjoy naming objects which that begin with a certain sound then making 'silly soup' using these. This means children's learning is reinforced through enjoyable activities, which are fun. However, at times staff do not allow children time to think about how to answer their questions. Consequently, children do not always have enough time to organise and clarify their thinking and ideas.

Children are learning to value books. The book area is set up well and encourages them to independently choose books to look at and read. They enjoy snuggling into staff to listen to stories. There are signs and labels around the provision which support children's communication and language skills well. However, staff do not always fully encourage children to write with a purpose. For example, children are not routinely encouraged to write their name on their creative work. As a result, children's understanding that print carries meaning is not fully enhanced.

Staff record children's progress by means of written observations, which are well supported by photographic evidence and examples of children's work. Observations are clearly linked to the early learning goals. Staff use the Development matters in the Early Years Foundation Stage guidance to track children's progress. This shows that children are progressing well and working within expected age bands. Staff are aware of children's current interests and learning styles, and feed information they have gathered into the weekly planning. As a result, children are interested in the activities which successfully foster their development. Children's early numeracy skills are well-promoted as staff use mathematical language to support children's understanding as they play. For example, children sing number rhymes and use their fingers to count on. Children learn about the natural world as they watch caterpillars grow and develop. They are eagerly awaiting butterflies to emerge from their cocoons. A wide range of opportunities successfully promote children's physical development. For example, they learn to handle small tools and implements, such as investigative tools, when playing in sand and water, and cutting tools when playing with dough.

Strong partnerships are developed with parents and carers. Daily exchange of information between the children's key person and parents helps to support children's individual needs. Parents receive clear information about their children's progress and achievements as they have excellent access to children's learning journals. Staff have implemented a good system to help them complete the progress check at age two, which is shared with parents. Weekly newsletters and emails enable the staff to share relevant information

about the provision. This also helps parents gain a clear understanding of their children's current learning. Staff also use this as means to encourage parents to have an active part in sustaining their children's progress at home through suggested activities. As a result, parents are well supported in understanding how to promote their child's learning.

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

Successful settling-in procedures support children's smooth transition from home into the provision. They separate easily from their parents and carers demonstrating they feel happy and are secure in this welcoming environment. An effective key person system ensures staff know the children well and children show trust in them. Children develop good levels of self-esteem because staff are attentive and value their efforts and achievements. Children also receive appropriate praise and encouragement from staff and respond well to staff's expectations. They learn to share and take turns as staff encourage them to be kind and thoughtful with one another. Children's behaviour is good as they are occupied and engaged in a range of interesting activities. Staff are deployed well to ensure they are able to supervise children at all times and promote their safety. Risk assessments and daily checks of the premises are undertaken to ensure the environment is safe for children to play in. Children are taught how to keep themselves safe, for example, staff gently remind them to sit properly on chairs and not to run indoors. Routines, such as practising the emergency evacuation procedure, foster children's understanding of what to do in the event of a fire.

Children are becoming increasingly independent. For example, as they dress themselves for outdoor play and older children manage their personal care with ease. Staff follow effective procedures to ensure that children's health is promoted well. They make sure children are fully supported in adopting and maintaining good hygiene habits. For example, they gently remind them to wash their hands before they have a snack. They ensure children are able to reach the hand wash basin by providing a step stool, as well as making certain the soap dispensers and paper towels are kept full and accessible. Children can access drinking water throughout the session and are provided with a good range of healthy snacks, which always include fresh fruit. Children choose if and when they have a snack. Snack time is a social occasion as children sit and chat with their friends and staff. Children's independence is further supported during snack time as they pour their own drinks and serve themselves food. They develop their self-help skills further as they spread butter on their fruit loaf. Staff also use this time as a learning opportunity to talk to children about foods that are good for them. This encourages children to develop healthy eating habits. Children are beginning to learn about taking some responsibility as they help to tidy away resources and wash their own plates and cups after snack.

Children get lots of fresh air and exercise as they freely access the outdoor play area. They enjoy good access to a range of large equipment which helps them to develop skills in coordination and control of their bodies as they have fun. For example, they balance on beams and stilts, climb, slide and learn to pedal bikes. Children are prepared well for the next stage in their learning and moves to other settings, including school. Staff provide good opportunities for children to negotiate and take turns, share equipment fairly and

become active learners by making choices in where and with what they play, which promotes their confidence and self-esteem for the future.

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

Staff have a secure understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Robust recruitment and vetting procedures are followed to ensure staff are suitable to work with children. Policies and procedures are used to support the running of the provision, and these are shared with the parents. Parents receive regular newsletters to keep them informed about the activities and to update them of any changes. All the required documentation is in place to support children's safety and welfare. These are stored securely and kept accessible. Staff attend safeguarding training to keep their knowledge updated. They have a good understanding of safeguarding issues and the procedures to follow in the event of a concern about a child in their care.

The staff team works together well to support children's individual needs. They hold regular meetings to share information and plan for children's future learning. Staff induction, along with staff meetings, supervision and appraisals, makes sure that staff are clear of their roles and responsibilities. The provider and manager motivate the staff team and support their continued professional development through access to training. Staff are regularly observed and provider states underperformance would be tackled through timely supervision sessions, individual coaching and ongoing training. As a result, the interests of children are well promoted as staff are provided with good support. Assessment arrangements are effective and used well to monitor children's progress. The manager and staff review the activities to ensure that the educational programme is covering all areas of learning and supporting children's development.

The provider and manager have used the Ofsted self-evaluation form to effectively review the provision, this has enabled them to identify a clear action plan for future development. Strong partnerships are developed with parents, their views regarding the service provided have been sought by means of questionnaires. Parents spoken to during the inspection state they are extremely happy with all aspects of the service offered. They particularly like the fact that children have lots of access to creative and messy play. One parent stated that she is delighted that her child is able to explore uncooked rice and fill up his socks with it, as he really enjoys the texture. Other parents state that children's language has improved since attending the provision. They also recognise that the friendly staff are good at sharing information about their children's progress. Parents regularly view children's learning journals and can too add their own observations and comments if they wish to. Good systems are in place to develop positive links with other providers that care for the children. As a result, continuity in children's care and learning is supported well.

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	EY455688
Local authority	Trafford
Inspection number	900602
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	16
Name of provider	Bowdon Pre-School Limited
Date of previous inspection	not applicable
Telephone number	07912 205469

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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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