

# ABC Pre-School & Out of School Club

Edleston Primary School, Denver Avenue, CREWE, CW2 7PX

<b>Inspection date</b>	20/08/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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

- Practitioners work effectively with children's interests to provide interesting activities across all areas of learning. Consequently, their development is effectively promoted.
- There are positive relationships with parents and other providers, ensuring good information sharing about children's care, learning and development. This helps to make a smooth transition for children when they go to school.
- children receive good levels of care from all practitioners who have a good rapport with the children. This results in children who are secure, happy and confident to express themselves
- Self-evaluation of the setting is effective and involves parents and staff. This ensures continuous improvement in children's learning experiences and in the overall quality of the setting.

### It is not yet outstanding because

- Practitioners do not always fully use the information obtained about children's next steps to further extend their learning and development. This means that children's progress in their learning may sometimes be inconsistent.

## 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 inside the setting, the outdoor classroom and the outdoor area.
- The inspector held meetings and discussions with the manager of the provision and with adults working with the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at suitability and qualifications of practitioners working with the children and discussed areas for improvement.
- The inspector took account of the views of parents from completed questionnaires.

**Inspector**  
Carole Price

## Full Report

### Information about the setting

ABC Pre-School & Out of School Club opened in 2010 and registered as a limited company in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries run by a sole provider. It operates from a mobile building situated in Edleston Road Primary School in Crewe. There is access to an enclosed outdoor play area, an outdoor classroom and the school playing fields.

The setting employs six members of staff who work with the children including the manager and the owner. Four staff hold appropriate early years qualifications at level 3 or above and one member of staff is unqualified. The manager is a qualified teacher and one member of staff holds Early Years Professional Status.

Children attend for a variety of sessions throughout the week. There are currently 26 children on roll within the early years age range. The setting is open each weekday from 7.45am until 6pm, all year round. The setting supports children who speak English as an additional language, and also supports children with special educational needs and/or disabilities. The setting receives support from the local authority.

### What the setting needs to do to improve further

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

- use information gathered about children's next steps effectively to extend their learning and development to ensure that their individual needs are met and their progress is not compromised.

### Inspection judgements

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

Children are happy and content in this friendly and welcoming setting. Practitioners demonstrate a secure knowledge of the learning and development requirements, as well as how children learn through play. They provide a variety of exciting activities and opportunities to promote children's learning and development, such as visits to the allotment where they choose produce they have grown.

As part of the settling-in process practitioners gather relevant information from parents regarding children's interests. This helps children to settle into the pre-school as they are

provided with activities that interest them from the start. Initial assessments linked to areas of learning and development is carried out by practitioners, which enable them to track individual children's progress. Practitioners record children's achievements, using photographs in their learning journals that are readily available to parents. Children are regularly observed and assessed to ensure that they make good progress across all areas of learning and development. However, practitioners are not always fully supporting children's next steps in their learning as they are not fully utilising the information they have gathered. Children who speak English as an additional language are supported well with staff using their home language within the setting.

Children are enthusiastic in their play as they explore the environment, inside and outside. There is a good balance of indoor and outdoor child-initiated and adult-focused activities. Children are active learners and remain focused and absorbed in their play. Children enjoy participating in making a wooden go-kart and then taking turns to ride it. Younger children enjoy sand and water play and washing different toys, such as the cars and the dolls. During their play children count how many objects they have and whether containers are full or empty extending their knowledge and use of numbers. Children use their imagination as they play with the farm animals and train tracks.

Practitioners embed all areas for learning through a good range of activities. This helps children develop key skills and become ready for their next stage in learning and for school. Practitioners prepare children well for the transition from the nursery to school by visiting teachers with the children for story time and completing transition reports. This enables practitioners to fully support children's needs and clearly identify their learning priorities. Parents are fully involved in children's learning as they have good opportunities to discuss children's progress with their key person. They are invited to parent's evenings and also to review meetings every term to discuss their child's progress and development. Practitioners work closely with other agencies, such as a local children's centre. The progress check at age two report sheets are shared with parents when children are between the ages of two and three years, meaning that any gaps in children's learning are identified early.

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

There is a well-resourced and stimulating environment both inside and outside for children of all ages. Children are happy and confident and enjoy exploring all of the resources and selecting their preferred toys. As there is a wide age range of children attending the setting practitioners skilfully manage resources available to ensure all children's needs are met. The effective implementation of the key person system ensures that all children feel safe and secure within the setting. Caring practitioners work well together; they know the children well and demonstrate good knowledge of their individual needs.

Children's behaviour is well managed by the practitioners reflecting their own high expectations. They encourage children to share and take turns and provide clear boundaries and explanations. Practitioners praise children for their achievements and this helps to boost their confidence and self-esteem.

Inclusion is promoted well as all children are welcomed into the setting. Children and families who speak English as an additional language are supported effectively. Practitioners learn key phrases so they can communicate with children in their home language to help support their needs and communication skills. The setting also encourages bilingual speakers into the setting to further include and promote other languages.

There are effective hygiene routines in place as children are reminded to wash their hands at appropriate times. Children help themselves to fresh drinking water throughout the day. They pour their own drinks which helps to develop their independence skills. They have plenty of opportunities for fresh air as they utilise the outdoor area and the playing fields. This means that children are able to develop their physical skills. Practitioners carry out daily risk assessments on all areas and for any additional activities that are planned. This means that children are able to play in a safe and secure environment and they learn how to manage risks.

The setting has established a good working relationship with the school in which it is based. Children are familiar with the surroundings and also with the teachers ready for the transition into the reception class. This means that children are confident in their move to school. Practitioners regularly meet with school staff to check and measure children's progress. This means that children's holistic needs are met prior to attending school.

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

The setting has good leadership and management in place. All of the team are fully committed to improving their practice and the setting to ensure that children receive the best outcomes possible. Practitioners demonstrate good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and this is implemented well. They also utilise the self-evaluation process to highlight and address any areas for development. The management team have effective systems in place to monitor practitioner's teaching to ensure that high standards are maintained. There are procedures in place for staff to receive regular supervisions and appraisals along with practitioners having regular opportunities to undergo further training. This means that the setting is committed to their staff receiving continuous professional development to enhance their practice.

Practitioners have a clear understanding of their responsibilities with regard to safeguarding. They speak in great detail about procedures to follow should they have any concerns about children in their care. They demonstrate good safeguarding awareness as they know how to record accidents and incidents. The owner and manager ensure that all practitioners are suitable to work with children and follow a rigorous recruitment procedure. Practitioners ensure children are kept safe at all times and visitors are required to produce identification and sign into a visitor's book.

There are good partnerships with parents and the key person system further supports this. The setting seeks parent's views from an annual questionnaire to help evaluate the provision and looks to address any concerns raised. Parents speak highly of the setting commenting on 'the assortment of activities' and describe 'being happy with everything'. Parents are also kept informed about the setting by regular newsletters.

### **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

<b>Unique reference number</b>	EY460521
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	909409
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of provider</b>	ABC Childcare Services Cheshire Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01270 669050

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

