

# Saighton Preschool

Saighton C of E Primary School, Saughton Lane, Saughton, CHESTER, CH3 6EG

## Inspection date

12/09/2013

Previous inspection date

29/06/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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 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

- The setting is small and friendly, and staff form positive relationships with children and parents. This benefits children's care and well-being; therefore, children are happy and enjoy their play.
- Interactions between staff and children are purposeful and effective. Consequently, children are well supported in their learning and development.
- Children's communication and language skills are well promoted because staff listen well to children and engage them in interesting conversations as they play.

### It is not yet good because

- Management of the setting is not fully robust. As a result, some requirements are not fully met, particularly in relation to staff training in first aid and the maintenance of the daily registers.
- Monitoring of practice and self-evaluation lacks rigour. Consequently, staff supervision is inconsistent, and the setting's strengths and priorities for development are not clearly identified.

## 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 play room and outside play area.
- The inspector spoke with staff, children and parents, and held meetings with the owner and manager.
- The inspector looked at children's assessment records, checked evidence of staff suitability, and sampled a range of other records and policies.
- The inspector took account of the views of a parent spoken to on the day.

## Inspector

Jan Linsdell

## **Full Report**

### **Information about the setting**

Saughton Pre-school was registered in 2010. The pre-school and out-of-school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three settings owned by a limited company and operates from a designated room within Saughton Primary School in Saughton, Chester. It serves the local area and is accessible to all children. Children have access to the school grounds for outdoor play.

The setting employs four childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday from 9am until 3.30pm and the out-of-school club opens Monday to Friday from 3.30pm until 6pm, term time only. Children attend for a variety of sessions. There are currently 19 children on roll. Of these, 16 children are in the early years age group. The pre-school provides funded early education for 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:**

- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present to promote their safety
- ensure an accurate daily record is maintained of the hours of attendance for children and staff.

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

- strengthen systems for monitoring staff performance, so that staff have more regular opportunities for ongoing supervision
- develop more robust systems for self-evaluation, in order to clearly identify strengths and targets for improvement.

## Inspection judgements

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

Staff promote children's learning and development well. They use the visual timetable to support children to settle-in and help them become familiar with the routine. They understand children's abilities and learning needs. This is because they use observation and assessment well to devise individual planning that supports children's next steps in their learning. Staff listen carefully to the children and engage them in interesting conversations, for instance, about the veins in our body and how they pump blood around the heart. They provide good explanations to the children, as they explain why spiders are good to have around because they eat the flies. This positively supports children's communication and language skills.

The playroom is small but well organised with a range of resources and activities to entice children to explore. This contributes to helping children make progress relative to their starting points and capabilities. Staff encourage children to develop the necessary skills to support their readiness for school. For example, they encourage children to draw pictures of themselves using mirrors, therefore, helping them to develop a positive sense of themselves. They promote children's social skills and encourage them to be independent, such as when putting on their coats to play outside.

Children play cooperatively in the sand tray, showing their contentment as they happily sing to themselves. They are proud of their achievements, for instance, as they eagerly show staff the number eight that they have drawn and coloured in. Children are active learners, moving their arms and legs as they dance along to the music. They enjoy outdoor play using a variety of equipment that challenges their physical skills. Children have good opportunities to listen and talk with each other during group activities. For example, they listen to letter sounds and have opportunities to learn simple words and numbers in Spanish. This supports their awareness of other languages spoken in different countries.

Children make independent choices and show developing confidence in their play. For example, they help themselves to the musical instruments and enjoy shaking the bells and making sounds on the xylophone. Effective arrangements are in place to involve parents in children's learning and development. For instance, staff encourage parents to share information about their children and give them ideas on how they can support their learning at home. They provide summary reports about their children's achievements and encourage parents to review their children's development record.

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

Staff meet children's care needs well in this small and friendly setting by the good use of a key person system. They get to know the children's interests and preferences, for instance, by talking to parents and observing the children's play. This helps to promote a

smooth transition from home into the setting. Staff foster positive and supportive relationships with the children, which enables them to feel confident and safe in their care and prepares them well for transitions to school. Parents indicate that they are 'very happy with how children have settled-in'. Overall, staff promote children's health and safety satisfactorily, but they lack up-to-date training in first aid. This impacts on their ability to effectively deal with children's accidents and maintain their safety.

Staff recognise the importance of children being active in their play. For example, they organise opportunities for children to dance to music and they make daily use of the school grounds for outdoor play. Staff are deployed effectively to supervise children at all times. Consequently, children learn about the importance of regular exercise. Staff follow hygienic routines, such as, wearing aprons to serve food and reminding children to wash their hands after visiting the bathroom. Children learn to become competent at managing their own personal care needs, for instance, as they visit the bathroom independently. Meal times are sociable and staff praise children for using 'lovely manners'. Children have the option to bring a packed lunch or eat a hot meal provided by the school. Conversations about healthy food help children to gain an understanding of the need for a healthy diet.

Staff provide clear explanations to help raise children's awareness of safety issues, for instance, as they explain why children should not climb on the lid of the sand tray. They positively support children to resolve minor disputes between themselves, helping them to negotiate and take turns in their play. Positive behaviour is encouraged by using the same 'traffic light' system that is used in the school. This promotes a consistent approach and helps children to understand boundaries.

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

On the whole, the owner and manager support and monitor the setting adequately. They visit on occasions and maintain contact with the staff via telephone. This contributes to maintaining some overview of the educational programme and how the setting works in practice. The manager is also responsible for managing the owner's two other settings; therefore, she is not always present during the hours of operation. This means the day-to-day monitoring of the setting is not fully robust and, consequently, some requirements are not fully met. For example, none of the staff are suitably trained in first aid and there are some inconsistencies in recording the daily attendance of children and staff. This also means the requirements of the Childcare Register are not fully met and impacts on the safety of all children. The manager took steps to arrange first aid training for staff during the inspection.

Recruitment, vetting and induction procedures are secure and all staff complete necessary checks to help ensure their suitability to care for the children. Overall, safeguarding arrangements are suitable and staff are secure in their knowledge of how to deal with concerns about children's welfare. They supervise the children well and carry out appropriate risk assessments of the premises and outings, which contribute to ensuring

children's safety.

Self-evaluation and monitoring of practice is informal. For example, staff discuss practice between themselves and make necessary changes to improve experiences for the children, but there is no clear improvement plan to prioritise areas for development. Also, staff attend some in-house training regarding the Early Years Foundation Stage, which goes some way to supporting their ongoing development. However, arrangements for monitoring staff performance, for instance, through regular supervision, are not fully embedded to bring about benefits to children.

Staff develop close links with the host school and children benefit from having contact with school children over lunchtime. They also have access to the reception class outdoor classroom. This contributes to supporting a smooth transition when children are ready to move to school. Partnership working with parents is developing well and parents express positive comments, for instance, about staff being 'very accommodating and very reassuring'. This helps to promote continuity in the children's care and learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure at least one person who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

## 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>	EY408545
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	935402
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Chestnut House Day Nursery Limited
<b>Date of previous inspection</b>	29/06/2011
<b>Telephone number</b>	01244335822

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

