

North Street Pre School

St. Michaels Parish Hall, Ford Lane, CREWE, CW1 3TN

Inspection date	02/10/2013
Previous inspection date	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		2
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

- Partnership with parents is generally good, they are kept well informed of their children's learning and development, therefore, children's achievements are celebrated.
- Children form warm relationships with adults and are supported to learn new skills because adults spend time sitting alongside them, discussing ideas and offering suggestions in play.
- Leaders identify clear targets for improvement and action them well, consequently, the children's environment is inviting and welcoming.

It is not yet good because

- Activities that promote and support the specific areas of learning through adult-led activities do not take account of children's individual interests and provide sufficient differentiation to enable children to make good progress.
- Activity plans do not include, in detail, information about the children's next steps in learning.
- Parents and visitors are not clear about the procedures for the use of mobile phones and cameras.

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 adult-led, free play activities and a mealtime.
- The inspector engaged in discussions with staff, including the manager, throughout the morning.
The inspector looked at a sample of policies, children's learning and development records, accident, medication, recruitment and staff performance related documentation.
- The inspector completed a joint observation alongside the manager.
- The inspector took account of the views of four parents spoken to on the day.

Inspector

Jo Wagg

Full Report

Information about the setting

North Street Pre School was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the hall in St Michaels Parish Church, in the Crewe area of Cheshire, and is managed by a private provider. The pre-school serves the local area and is accessible to all children. There is an area available for outdoor play.

The pre-school employs four members of childcare staff including the manager. Of these, three hold appropriate early years qualifications at level 3. One member of staff is unqualified. The pre-school opens Monday to Friday 8.45am to 11.45am and on Mondays and Fridays 12.30pm to 3.30pm during term time only. Children attend for a variety of sessions. There are currently 32 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children and supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- include the use of mobile phones and cameras as part of the safeguarding policy and ensure that all staff have a clear understanding of this
- provide a range of activities to promote and support the specific areas of learning, in particular, understanding the world and expressive arts and design and ensure that adult-led activities take account of children's individual interests and provide sufficient differentiation to enable children to make good progress.

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

- consider refining activity plans to include further detail about the children's next steps in learning to support the children to make good progress in all areas of learning.

Inspection judgements

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

The educational programme covers the prime areas of learning suitably. Adults provide opportunities for children to be part of large and small groups, to be active and restful and to speak and listen. This means children are forming positive relationships with one another, developing coordination and control and are able to communicate their needs and express their thoughts confidently. However, activities that promote and support the specific areas of learning, particularly understanding the world and expressive arts and design, are limited. In addition, activities do not provide sufficient differentiation between adult-led activities and acknowledging children's individual interests. Consequently, children do not make good progress in their learning. Staff deploy themselves appropriately and sit at the children's level, they facilitate children's play by dedicating plenty of time and space to the children. For example, children move resources into different areas and add to them and adults support them to experiment with ideas. Children enjoy learning and are willing to have a go because adults' expectations of them are appropriate and meet the individual needs of most children.

Adults ask open-ended questions and comment on children's actions, such as using numbers and quantitative language in discussions; as a result, children are developing basic mathematical concepts. Adults observe the children and make assessments about what they can do; therefore children are making steady progress. However, there is scope to use the information from observations further, to add more detail to children's activity plans to support them to make good progress in all areas of learning. Children are active and engaged in their learning because the environment provides a range of experiences. For example, construction materials, cutting, gluing, writing and reading are all accessible to the children. Children enjoy participating in singing and physical games which promotes their personal, social and emotional development and supports them in preparation for the next steps in their learning and eventually the move to school.

Parents speak of how the pre-school informs them regularly of their child's learning and development. They know who their child's key person is and have no hesitation in bringing concerns forward. There is a regular flow of information daily and learning journals are shared with parents regularly. Consequently, children arrive settled and ready to play and depart talking about what they have been doing.

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

Practice is effective in ensuring children develop secure relationships with adults and children. The key person understands their role and supports the children well in settling-in, both as they begin pre-school and on a daily basis. Children speak of the fact they like to come to pre-school because of the adults, and parents comment on how well their children have settled-in. Children feel valued and secure because adults understand how to support children's emotional development. For example, children bring comforters and their dependency on these decreases as they grow in confidence. Adults set clear, consistent boundaries that are realistic and appropriate, therefore, children's behaviour is good and they cooperate well with each other.

Adults offer children opportunities to be independent and look after each other because they have a secure knowledge of how being independent supports children's future skills.

Meals are healthy and snack time is used as a time to teach children about manners and the importance of personal hygiene. Consequently, children say please and thank you and clean their hands prior to eating. Both the hall and outdoors are used to support children in their acquisition of physical skills and to promote a healthy lifestyle. Children are keen and enthusiastic during the participation in these experiences.

The pace of the daily routine means children have the time to extend their thoughts and ideas and return to activities. Adults have time for children and offer them comfort and security which enables the children to have confidence and independence knowing there is a familiar adult to return to. This also supports children to feel safe and promotes their physical and emotional well-being.

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

Leaders know and understand the learning and development requirements reasonably well. The monitoring of the educational programme means children have access to a range of purposeful experiences. However, this is not sufficient in ensuring breadth and depth across all seven areas of learning. Children are able to anticipate transitions and are motivated and keen to join in because the staff talk to children about their own experiences. The monitoring of children's progress is not effective enough to support adults in making accurate assessments and in identifying next steps based on children's interests and learning styles. Therefore, children are not making the best progress in their learning. Gaps in children's learning are identified based on sound knowledge and understanding of children's development and suitable links are made with appropriate professionals. This narrows those gaps and supports the progress of children with special educational needs and/or disabilities.

Children are generally kept safe and take managed risks in their play because staff demonstrate an awareness of their responsibilities with regard to safeguarding. However, the safeguarding policy does not include the use of mobile phones and cameras which means that parents and visitors are not familiar with the procedures for this. Staff are aware of the signs and symptoms of abuse, which helps to protect children from harm. Staff have a sound understanding of the procedures for administering medication and managing illness and injuries safely. The monitoring of staff performance through appraisals is effective in identifying strengths and weaknesses in the pre-school. Appropriate training is offered to tackle underperformance and to support adults in continuing their professional development. Consequently, the interaction children receive supports them in developing ideas and new concepts. Students receive a basic induction that covers all legal requirements and sets out expectations of the pre-school, therefore the quality of care and education that children receive is consistent. Recruitment procedures are clear which ensures that all staff working with the children are suitable to do so.

Self-evaluation is effective in identifying targets though contributions from parents and adults in the pre-school and observations of the children. Leaders are committed to

sustaining continuous improvements and, therefore, action plans are developed and help to embed a shared vision for the future.

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	EY461098
Local authority	Cheshire East
Inspection number	911105
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	32
Name of provider	Pamela Bridget Stout
Date of previous inspection	not applicable
Telephone number	07931761463

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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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