

Cuddly Koalas Pre-School

Broughton Moor Methodist Chapel Rooms, Seaton Road, Broughton Moor, MARYPORT, Cumbria, CA15 8ST

Inspection date

12/12/2013

Previous inspection date

24/09/2009

The quality and standards of the early years provision

This inspection:

2

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 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

- The quality of teaching is very good. Staff interact well, demonstrate new skills and reinforce learning through skilful observations and assessments. Consequently, children make good progress because their individual needs are well met.
- Secure relationships between staff and children mean attachments are strong and well embedded. As a result, children's emotional well-being is fostered effectively.
- All staff are suitably trained in child protection. They demonstrate a good understanding of how to safeguard children and the steps to take if they have a concern.
- The effective management team continually monitors policy and practice. As a result, improvements to enhance the provision are clearly identified and areas for development addressed.

It is not yet outstanding because

- The outdoor environment is not yet fully developed and enhanced to promote development in all the areas of learning.
- There is scope to enhance the already good gathering of information from parents and carers when a child first starts, to reflect a fuller and more accurate picture.

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 and talked with children as they played.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of staff suitability, qualifications and training certificates.
- The inspector took into account the views of parents spoken to on the day and parental questionnaires.
- The inspector took into account the pre-school's self-evaluation form and viewed a range of information on their web page.
- The inspector viewed a range of documents including relevant policies and procedures, children's observations and assessments and tracking documentation of children's progress.

Inspector

Janice Caryl

Full report

Information about the setting

Cuddly Koalas Pre-School was registered in 1997 and is on the Early Years Register. It is situated in a Methodist chapel in the Broughton Moor area of Maryport, and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from the whole building consisting of two playrooms with associated facilities. There is an enclosed area available for outdoor play.

The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The manager holds a Foundation Degree in Early Years and the deputy holds a Certificate in Early Years Practice at level 4. The pre-school opens Monday to Friday term-time only. Sessions are from 9am until 11.30am and 12.30pm until 3pm. Children can stay for lunch as required. They attend for a variety of sessions.

There are currently 34 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. It 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:

- develop and enhance the outdoor environment further, to foster and expand children's learning opportunities, for example, by creating dedicated areas and providing open-ended resources to cover the seven areas of learning
- enhance methods of gathering information from parents and carers when children first start, for example, by establishing meetings between key persons and new parents and carers, so that information is gathered first hand.

Inspection judgements

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

Staff's knowledge and understanding of how children learn is excellent. As a result, the activities and opportunities for children are broad, balanced and stimulating. Information gathered from parents at the beginning is highly detailed and gives a very good indication of children's development when they first start. Consequently, planning focuses on children's individual needs and interests, resulting in them making very good progress in relation to their starting points. However, the information that the pre-school request in the 'all about me' booklet is quite in depth. As a result, some of the detail is not always

sufficiently completed. This means that some potentially important information is occasionally missing. Observations on children are rigorously assessed and show clearly how children are developing. The progress check at age two is completed in a timely fashion and shared with parents and carers. Key persons discuss the assessment with them and identify areas to support children's learning and development further. Children are well-prepared for school because staff promote independent learning opportunities where children think for themselves, persevere and extend their wide variety of skills.

Teaching is very good and highly effective. As a result children make good progress because they are focused, listen well and respond to instruction. Staff are skilled in maintaining all children's attention, as they use resources, such as puppets and objects, to enhance and make activities stimulating. Children are excited as they are safely taken to watch a performance of a nativity play at the local church. Staff talk to the children about the event, promoting communication and language. They are delighted to see friends, family and others in the church when they arrive, benefitting further from the community involvement. Staff promote development of early literacy to the younger children as they encourage them to learn the letter, 'd'. Staff relate the objects to children's experiences to help them think and learn. For example, children recognise a 'donkey', a 'digger' and 'Dora, the doll'. The activity is made into a game as children are helped to remember the objects that are hidden under a blanket. Staff promote thinking as they remind children that they saw the 'donkey' at the nativity, and the 'digger' has big wheels and makes tracks. Consequently, all the children remain focused during the activity and learn successfully. Staff promote older children's learning of letters and sounds by introducing 'Mickey the monkey'. The children listen and talk with him. They clap the rhythm as they sound out their name. As a result, older children's early literacy skills are developed at a higher level. Staff have very high expectations of children. They promote counting and number in a fun and exciting way by using the large African drums. Staff challenge and promote enthusiasm as they teach children early mathematics. Children eagerly shout the number of times they bang the drum and delight as they are able to freely express themselves through music and movement. Children generally have opportunities to run and play outside on a daily basis. Their interests are maintained as they take outside some indoor resources, enhancing their learning opportunities. However, there is scope to develop the outdoors further to promote and extend learning in all areas.

Parents are kept fully informed and are totally involved in supporting their children with their learning and development. They are invited to help and be involved with trips and outings. They are kept up to date with their children's progress through daily conversations, diaries, newsletters and parents meetings. Parents and carers welcome the information sharing software programme that they access online. They have the opportunity to input observations of their children from home. They view their children's pictures, observations and assessments from the pre-school, and as a result, are kept thoroughly included and updated. Children are encouraged to choose books and take them home to share with parents, fostering the enjoyment of reading in their home environment.

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

Children's emotional well-being is fostered well by key persons who are warm, caring and affectionate. Staff effectively support children who are settling in. They work well with parents to help children gradually become familiar with the key persons and the environment. Children are encouraged to take part and explore the toys and resources. They do this with the knowledge that their key person is available to offer guidance and support as necessary. Staff reassure parents that their children are settling. The manager sends photographs via the pre-schools mobile phone and input them on to the online software programme. Parents are comforted by this information, helping them and their children feel more relaxed. As a result, children settle more easily.

Children play happily and are confident as they take part in special visits and routine events. Staff promote safety and good behaviour as children are escorted across the road to the local church. Children listen well to instructions and walk carefully, holding hands. As a result, they learn the basic rules for crossing the road and keeping safe. On their return, staff promote independence as children are encouraged to take off their coats and change their shoes. Good hygiene habits are taught as children are asked to wash their hands before sitting down to snack. Daily snacks consist of fresh fruit and parents are guided in packing healthy lunch boxes. As a result, children receive a healthy balanced diet and learn about healthy food options. Visitors from the healthy teeth initiative and 'Smile4life' explain to children about keeping their teeth clean and healthy. Consequently children develop good habits and maintain good mouth hygiene. Staff encourage children to have a positive attitude to physical exercise. They provide opportunities to challenge and extend their skills. For example, children run and dig outdoors and learn to manage risk in a safe and manageable way. Indoors, they enjoy the ball pool and have space to take part in activities, such as yoga and dance. Staff teach children to have good manners and look out for each other when playing. As a result, children learn to be caring and considerate and develop socially.

Children are emotionally well-prepared for school. This is because the manager and staff effectively support them in their move, in conjunction with parents and carers. Key persons share information about learning and development through an efficient method of written communication called the 'Key Person Information Exchange'. Teachers from local schools visit and observe the children in preparation. As a result, there is continuity in their learning and all relevant adults are familiar with the needs of the children. Children are able to take 'Walter the koala bear' home with them at times that are especially significant, such as holiday times or special events in their lives, such as , moving onto school. Consequently children are able to express their emotions and share their experiences in a fun and safe way.

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

The managers and staff have a very good understanding of their responsibilities within the Statutory framework for the Early Years Foundation Stage. As a result, children make very good progress in their learning and development and they are kept safe and well. Staff recruitment is robust and adults working with the children are all appropriately qualified. Committee members and staff are suitably vetted which helps to keep children safe from

harm or abuse. Annual appraisals and regular supervision meetings help maintain staff's personal and professional development. Training is sourced and attended by a team of dedicated and committed staff members. They cascade any new information to each other, thus ensuring consistency in quality and practice. Children are helped to be protected further because all staff have undergone suitable training to help them identify possible signs of abuse. They demonstrate their awareness of what to do if they have any concerns about a child's welfare. Staff are vigilant as they work and play with the children. Risk assessments help identify hazards and children are kept away from areas that are unsafe. As a result, children are able to learn and play in a safe and secure environment.

The manager monitors the quality of teaching by observing practice daily and informally feeding back to staff. They all work closely as a team and the educational programme is discussed and planned together. This ensures the individual needs of all children are met. The manager monitors the individual planning and assessment of key persons before it goes into the online computer programme. As a result, she has a good understanding of the development level children are achieving. Staff complete overall assessments based on children's starting points. The manager monitors these thoroughly and can easily identify any gaps in children's learning and development. As a result, early intervention is sought as necessary. The effective partnership that the manager has with parents and other professionals means that children are well supported. Parents comment on the dedication and commitment of the staff team. Although there are no children with special educational needs and/or disabilities, the manager is aware of other professionals who provide advice and guidance. She has links with speech therapists and health visitors who regularly offer support and guidance.

The management committee and staff have a strong drive to continually improve the quality of the pre-school. Parents provide feedback verbally and are invited to regularly complete questionnaires. Their views and opinions are noted and used to inform the development plan. Children's views are highly respected. They are frequently asked for their opinions on what they like and dislike. The manager takes into account the views of those children who are leaving. As a result, she gets a broader picture of the pre-schools strengths and the weaknesses. Staff have opportunities to complete questionnaires where they provide feedback and discuss their roles. Consequently, they feel respected and valued benefiting children through a strong and motivated team who are all aiming to achieve the same goal.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	317484
Local authority	Cumbria
Inspection number	868435
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	34
Name of provider	Cuddly Koalas Broughton Moor Pre-School Committee
Date of previous inspection	24/09/2009
Telephone number	01900 813 371

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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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