

The Beagle Pre-School

Charles Darwin Primary School, Darwin Street, NORTHWICH, Cheshire, CW8 1BN

Inspection date	09/12/2013
Previous inspection date	14/01/2013

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

- Partnerships with the school, local authority and outside agencies make a strong contribution to providing continuity and consistency of care for all children and their families.
- Staff have a good knowledge of how children play and learn, which means they plan interesting activities through which children make good progress.
- Children are protected well. Staff have a secure understanding of their role and responsibility to safeguard children. They implement effective practice to minimise risks to children.
- Staff successfully implement effective settling-in procedures; these are adapted to each child's individual situation, which helps to settle them well.

It is not yet outstanding because

- There is scope to extend the use of children's home languages in the daily practice at the setting so that all languages used by children are given the very highest priority as they develop their good communication and language skills.
- Opportunities for parents to be routinely and actively involved in their children's learning and development are not maximised, for example, through the consistent sharing of children's learning records.

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 children taking part in a variety of play activities.
- The inspector held discussions with the owner and management team.
The inspector looked at and discussed children's progress records, staff qualifications, evidence of suitability of staff working with children and a range of other documents.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Ron Goldsmith

Full report

Information about the setting

The Beagle Pre-School was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a class room at Charles Darwin Primary School in the Northwich area of West Cheshire. There is a fully enclosed area available for outdoor play. The pre-school is owned and managed by Acorn Childcare Nursery Limited. It serves the local area and is accessible to all children.

The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during school term time. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 41 children attending, all of whom are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the use of children's home languages within the setting, to further support children's communication and language skills

- extend the arrangements for helping parents to continue their child's learning at home, for example, through sharing learning records with them more frequently and using these to help guide parents in taking a more shared approach to helping to further promote their children's learning and development.

Inspection judgements

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

All children are settled, motivated and demonstrate positive attitudes to learning as they eagerly explore the activities on offer. They are effectively supported by staff, who have a good understanding of child development and their role in supporting children's learning. This is reflected in the purposeful and spontaneous observations and formative assessments of children. The assessments include the progress check at age two years, which acknowledges young children's achievements and accurately show their skills and interests. The practitioners use these effectively to identify next steps for each child and

plan activities to extend their learning and development. Clear tracking of children's progress highlights any gaps in their learning and additional support is sought from other professionals when appropriate. Therefore, all children, including those with special educational needs and/or disabilities, are effectively supported.

Children are well supported by skilled staff, who provide a range of exciting and stimulating activities and experiences. They have fun, are highly engaged and develop the range of skills needed for the next steps in their learning, such as moving onto school. Children show an interest in writing and are able to link sounds to letters and attempt to write their names. They imaginatively use a variety of implements to draw and make marks in the sand. Practitioners extend these skills during planned activities, for example, encouraging children to write their names, or labels and short sentences in Christmas cards they are making. Practitioners skilfully use a range of opportunities to ask children questions to extend their reasoning and learning, such as during the story 'Three Billy Goats'. Children listen to the story with rapt attention and recall, anticipating key events and joining in with parts they recognize. When prompted by practitioners all children pretend to shiver and shake, just as in the story. Practitioners find out about each child from the beginning of their time at pre-school by recording formally in all about me forms, and informally through discussions with parents. Parents and practitioners exchange information, which promotes consistency of care. However, children's development records have been undergoing some revision in the setting and as a result, they have not been shared consistently enough with parents to further enhance the partnership in children's progress, between home and the pre-school. Consequently, this restricts further engagement by parents in their children's learning and development.

A variety of activities helps children to develop their physical skills as they use a range of mediums, such as mixing sand or paint, or designing and making Christmas cards. They manipulate a range of tools for cutting, painting or sticking which effectively promotes their understanding of using tools for a purpose. Outdoors they draw around the shape of their bodies to create a representation of themselves. This provides choice for children and enables different experiences. Children enjoy access to a range of resources that are stored at a low-level, allowing them to independently choose what they wish to play with. These include a range of exploratory and discovery toys in which children show a real interest as they press the buttons and explore the sounds. Children, therefore, learn about simple technology. Practitioners support children's language development by talking to them throughout the day. They introduce new vocabulary, giving explanations about the meaning of words, to extend children's understanding and vocabulary. They ensure all children are encouraged to listen well and participate, for example at story time, and provide some books in different languages. However, a number of children attend whose home language is not English and the use of children's home languages are not given enough emphasis in order to further develop their communication and language skills.

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

Children form good relationships with each other and with practitioners, who support their emotional and physical well-being and help them to feel secure in the setting. Children

benefit from consistent carers. All staff know the children well and spend time getting to know children when they start, understanding what interests them and motivates their learning. They record this information in an 'all about me' form. Staff have a calm and consistent approach. They give support and guidance that encourages children to behave well and children respond positively to this. They remind children to be kind to each other and the good settling in procedure fosters positive behaviour further. As a result, children quickly become familiar with the routines and expectations of the setting. They play well together and show care and concern for their friends. Children show good levels of independence. For example, they help to tidy away, or dress themselves up warmly to play outdoors.

The setting is welcoming and well organised. Children choose from a wide range of age-appropriate resources and play materials both inside and outdoors. Staff are vigilant in promoting children's safety. They check the premises for hazards on a daily basis and supervise children closely at all times. For example, when doors are opened staff make sure they are always closed again to ensure children remain safely in the setting, or they remind children about the importance of sitting safely on their chairs. The children are involved in safely managed risk taking, which helps them to learn about managing their own safety. For example, staff talk to them about being careful when running around outdoors.

Children's good health is promoted well. Children of all ages take part in regular fire drills so that everyone knows what to do in an emergency. Young children learn to manage their own personal needs when they wash their hands before they eat or after messy play. Children benefit from snacks that are generally healthy and nutritious and take into account their dietary needs, for example, toast, cheese and milk or water. Children thoroughly enjoy the freedom to play outside where they have access to a variety of resources to develop their skills and continue their learning. They have fun practising their physical skills as they run vigorously, throwing and catching bean bags and maintaining a healthy lifestyle through fresh air and exercise.

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

The setting have identified a number of priorities for improvement through a reflective approach to self-evaluation. This helps to identify strengths and areas for development. The performance of practitioners is formally monitored through supervision and appraisals, and informally through observations. The manager works directly with children herself and is visible to all practitioners, and they in turn feel supported and their professional development is considered. Training needs are discussed at supervision meetings and arranged to positively impact on practitioners' performance. Appropriate policies and systems are in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Practitioners have a good understanding of safeguarding procedures and a clear knowledge of how to report any concerns appropriately. Risk

assessments are completed for the premises to ensure children's safety. Robust recruitment processes are in place to ensure all practitioners are suitable to work with children.

Practitioners have a secure knowledge of the Early Years Foundation Stage, which enables them to support children in making good progress in their learning. This inspection was brought forward as a result of concerns received about practice issues relating to assessment, information for parents and carers, and the key person system. The provider has completed revisions of children's learning records and arrangements to share these with parents have begun within the pre-school. The quality of information they can share with parents about children's progress is now more robust. They maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include details of the next steps planned for them. Children's achievements are consistently tracked against the early learning goals, to monitor their progress. Effective observation and assessment ensures that the need for any extra support is identified quickly. For example, individual educational plans are written to address specific targets for those children with special educational needs and/or disabilities and these are supported by external agencies. This is underpinned by an effective key person system which links small groups of children with an individual who knows the individual child well. To ensure a key person is always available the provider ensures that another practitioner can act as a back-up, for example, if staff are absent for any reason. This means children are supported in their learning and development at all times by someone who knows them well.

Effective partnerships with parents contribute to a coordinated approach to children's care. Policies and procedures are thorough and support practitioners well in providing a welcoming and stimulating environment for all children. All children's individual needs are valued and their positive development is fostered well during their time at the setting. Children are well prepared for the next stage in their learning and development because the setting supports them in making the transition to school. Children develop confidence in various social situations, such as during their frequent visits to the host school, which prepares them well for moving on. Information is shared with other providers on a regular basis. This enables all people involved with the children to note their interests, needs and development and effectively promotes continuity of care and learning.

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	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	EY452147
Local authority	Cheshire West and Chester
Inspection number	945207
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	41
Name of provider	Acorn Childcare Nursery Ltd
Date of previous inspection	14/01/2013
Telephone number	01606 75194

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

