

# Alderley Edge Pre-School

Church Lane, Alderley Edge, Cheshire, SK9 7UZ

**Inspection date** 20/01/2014  
Previous inspection date 10/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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 requires improvement

- Teaching is outstanding because staff have high expectations of themselves and children. The excellent use of open-ended questions challenges children's thinking to an optimum level and helps them to make rapid progress in their communication and language skills.
- Staff are highly skilled in identifying children's individual learning needs. They are extremely proactive in building relationships with external agencies to ensure children with special educational needs and/or disabilities are fully supported to make excellent progress given their starting points.
- The highly successful partnerships with parents ensure that children's learning and development are given the utmost importance. The initial home visits and superb sharing of information on their progress help children to learn and develop to an optimum level.

### It is not yet good because

- The leadership and management of the setting are not rigorous enough in implementing vetting procedures for all committee members in a timely manner. Consequently, the safeguarding of children is not given high priority to ensure they are fully protected.
- The records kept in relation to the committee's suitability are not always accessible and available for inspection. This does not fully ensure children's safety.

## 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 conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector observed activities in the main playroom and the outside learning environment.  
The inspector held meetings with the manager of the provision and had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at children's learning journals and a range of other documentation, including accident, medication and attendance records.

## Inspector

Val Thomas

## Full report

### Information about the setting

Alderley Edge Pre-School opened in 1976 and was registered in 1991 on the Early Years Register. It operates from a classroom in Alderley Edge Community Primary School, in Alderley Edge in Cheshire and is run by a committee. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs eight members of child care staff. Of these, the manager has Early Years Professional status, one has qualified teacher status, two have level 6 early years qualifications and three have level 3 early years qualifications.

The setting opens Monday to Friday, during term time. Sessions are from 8.45am until 3.15pm and are for children aged two years to five years. Children attend for a variety of sessions. There are currently 37 children attending who are in the early years age group. The setting provides funded early education for two- three- and four-year-old children. It 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:**

- ensure that disclosure and barring checks are completed in a timely manner; this relates to the new committee members who came into post following the setting's annual general meeting in October 2013
- ensure that a record is kept of the disclosure and barring checks for all committee members and that they are available for inspection at all times.

### Inspection judgements

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

Teaching is outstanding throughout the setting and staff are superb at continually promoting children's learning. They effectively use what they learn on training to improve the environment and resources offered. For instance, in the role play area they provide materials so that children can create their own dressing-up outfits, which helps them to develop their imaginative skills effectively. The environment is well-organised and stimulating and effort has gone into developing the outdoor area. As a result, experiences both indoors and outdoors are rich and varied. For example, children thoroughly enjoy pretending they are going on a journey in the pirate ship as they sit in the cardboard boxes outside and staff help them to erect material which they can pretend are the sails on the ship. Children are extremely confident and highly engaged in activities showing

much enthusiasm. They spend long periods using the blocks on the table with animals creating walls for them to climb and later use the blocks on the floor to create a path for them to walk along when in the role play area. Children excitedly explain how they have just been to plant the bulbs in the large field area carrying their buckets back to the setting. Staff use the knowledge from recent training to develop areas for the children to explore within the school grounds which helps to develop their understanding of the world to maximum effect.

The robust monitoring of children's progress through highly effective observations and assessments of their learning ensures that the planning of activities are expertly tailored to the children's individual needs. Each key person plans for the individual children in their group and ensures the next steps in their learning are promoted effectively through the daily activities. For example, children are encouraged to develop their thinking and supported to get the material they want for the painting activity. Children describe how they will need paper, brushes, paint and water and they are keen to mix the paint themselves. Support for every child is superb and, in particular for those with special educational needs and/or disabilities. Their key person offers one to one support enabling children to fully partake in activities but staff are mindful of ensuring they still have their own independence. They work exceptionally well with parents to ensure the child's needs are effectively met and parents comment how the setting is 'highly inclusive'. The observations completed are precise and clearly show how children are achieving their full potential. Their progress is closely monitored by the key person and this means that they have a first class knowledge of the children, which ensures they are supported effectively. There are excellent methods implemented to ensure observations are shared with parents regularly and the use of the communication books involves them in their child's learning to maximum effect. Parents can see what learning has taken place and they are actively encouraged to detail any learning that takes place at home. Children take home library books to share with their parents to further extend their language to a high level. There are bags of resources labelled 'communication friendly spaces' which are offered to parents with ideas for activities, such as dressing-up, to build on their interests in the setting. Summaries of children's learning are completed regularly and shared with parents and the 'progress check at age two' is completed for the younger children attending. This helps to promote children's learning to an optimum level.

Staff are highly skilled in promoting children's thinking through the excellent use of open-ended questions. For example, staff ask children to think how they can remove the seeds from the apple and encourage them to describe what is happening in the story asking, 'How do we know it is night?' Children are extremely confident in their answers describing that 'there is a moon and it is dark'. Staff encourage children to share their ideas as they think of names for the goose, children saying 'Goosey Woosey'. They encourage children to solve their own problems asking how they are going to pour their own drink if their arms are crossed. The organisation of the small key person groups for language activities ensures children have optimum opportunities to express their thoughts and staff are extremely skilful in ensuring every child is listened to. There is an excellent use of props to facilitate story time and this ensures children are enthusiastic throughout. They sit and listen with deep concentration, join in with the rhyming words and are able to predict what will happen in familiar stories. These activities are extended as children enthusiastically make models of the 'stick man' in the story using the play dough. This

stimulates lots of conversation as children engage with each other. Children's literacy skills are developing extremely well. They enjoy using the chalks outside to make marks and ask staff to write the words 'No Entry' on the end of the path they draw on the floor. Some children are able to form recognisable letters in their name and they recognise their names on their pegs when they fetch their coat to go outside. Staff re-enforce children's understanding of number during play effectively and encourage them to calculate as they count. For example, they estimate that it will take eight small cups of pasta to fill the large container as they play and staff encourage them to count how many more they still need. The wealth of learning experiences provided particularly for language and literacy helps to ensure that children are extremely well-prepared for their future time at school. Staff are very proactive in linking with the adjacent school attending training with them on the new reading and writing scheme the school have adopted. This prepares children well for their transition to the school.

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

Children's safety and well-being is not fully promoted at all times. The lack of urgency in completing the relevant suitability checks for the committee impacts on children's safety. Staff have a suitable understanding of promoting children's personal safety within the setting. They encourage them to understand how their play with toys can impact on other children's safety at times. For example, when playing with the long pipes outside, staff ask them to think how they can use them more safely. They decide that they will take them to the mat rather than run around with them. Behaviour is managed effectively and staff encourage children to learn how to find their own solutions to any problems they have. For instance, they negotiate well with each other finding the sand timer in the drawer so that they can take turns with the pink handbag. Staff explain to them how they need to give time to others to get off the double-seated bike before they pedal away, helping them to realise how this can upset other children.

Children are supported effectively in developing healthy lifestyles which has a positive impact for their future health. They take on an active role in choosing what they want for snack, enjoying the apples and oranges. Guidance is given to parents on healthy foods and appropriate portion sizes for if they provide their child's lunch. There is also a healthy and nutritional menu provided by the school from which children choose what they want to eat and parents are encouraged to support their children in making healthy choices. At snack and meal times, children's independence is very much encouraged. They help to cut up the apples and remove the core, spread the butter on their crackers and go to the school dining hall to collect their meals on a tray. Hygiene routines are well-established and help children learn the benefits of hand washing. The additional equipment, such as steps support children well enabling them to use the toilet independently. Staff are also vigilant in their hygiene procedures wearing protective clothing at snack and meal times and following stringent procedures for nappy changing. This helps to promote children's good health. The setting operates a free-flow system between the indoors and outdoors, which ensures children have plenty of fresh air. They are extremely confident in using the equipment, climbing with skill onto the large wooden logs and nets on the frame and pedalling the bikes around the track.

The environment is extremely conducive for children's learning. It is warm and welcoming and the vast range of resources are easily accessible in low level storage units. The baskets are labelled to support children in making their choices. The main play room has areas of learning, such as, the role play area and book area, however, children are able to use the resources in all areas of the room and in the outdoor area. The outside play areas offer children many learning experiences and the safety surface fitted in the main area allows children to use the large wooden climbing frame safely. The key person system is used successfully to ensure children's emotional well-being is promoted. Children have extremely strong bonds with their key person and all staff and, as a result, they are very confident in expressing their needs. The implementation of home visits that the key person undertakes before the child first starts at the setting enables children to feel emotionally secure on their first day as they will know familiar staff. This also enables staff to have a more in-depth understanding of the child's individual needs as these are fully discussed with parents at the visit and during the settling-in process. All required consents are obtained and the 'All about me' form enables parents to detail the exact needs of their child so that staff can provide the appropriate care and learning needed. Staff are vigilant in continuing to promote the emotional well-being of children. For example, charts are made with photographs of family members to support those who are concerned about who will collect them from the setting. Staff are extremely proactive in supporting children in their transitions to other settings. They go with the children for their initial visits to the adjacent school and encourage them to engage in school life, joining in with activities, such as when the theatre group visits the school and they go for lunch in the dining hall in their last term at the setting. For those going to other schools, their teachers are actively encouraged to visit the setting to meet the children and books are made with photographs of the school and the new teachers to share with them. This helps to ensure they are emotionally well-prepared for their move to school.

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

The safeguarding of children is not fully promoted to a high level at all times. Staff have a very clear understanding of the signs and symptoms that may alert to them to abuse and are fully aware of how to report any concerns they have. They are also well informed on the procedures to follow if there is an allegation made against one of the staff. This ensures children are protected in these instances. At the annual general meeting for the setting in October 2013 new committee members were appointed. Although the new members were notified to Ofsted, the Disclosure and Barring checks are still not in place for these people to ensure children are fully protected at all times. Records for the suitability of committee members are not always available for inspection as details of the Disclosure and Baring checks are not kept on site for all committee members. Whilst this is a breach in the safeguarding and welfare requirements of the Early Years Foundation Stage, it does not have a significant impact on children's safety as they do not work with the children. Recruitment procedures for other staff are robust and all of the required checks are kept on file. Risk assessments and daily safety checks for inside and outside are completed and staff place much importance on ensuring security of the setting. This helps to safeguard children. A sample of the documents viewed at the inspection, such as, medication and accident records indicate that requirements are met. This promotes

children's welfare and helps to ensure parents are fully informed about their child.

The professional development of staff is highly promoted to help staff continually improve what is provided for children's learning. There are regular in-house training days and the many courses attended in relation to promoting children's language are having a beneficial impact. For example, staff are highly skilled in challenging children's thinking and ensuring that every child has the opportunity to express their thoughts through the small group activities facilitated by the child's key person. Information from the training in relation to 'Communication Friendly Spaces' staff attended is being implemented effectively and is helping to develop children's confidence in their communication skills. For example, cardboard boxes provided in the outdoor area offer space for children to sit alone or play with others if they wish. All staff are trained in safeguarding and the majority of staff have a current paediatric first aid certificate to ensure they can meet children's needs in the event of a medical emergency. The manager has Early Years Professional Status and she inspires staff to promote the educational programmes to an outstanding level. As a result, all staff are extremely enthusiastic in their interactions with children and provide first class opportunities to promote their communication and imaginative skills. Self-evaluation processes are clear and staff are proactive in meeting the recommendations set at the last inspection. Appraisals and supervisions are highly effective in ensuring practices are exemplary in relation to the educational programmes provided. As a result, children's learning and development is promoted to an exceptional level. The monitoring of children's progress is extremely robust. Consequently, the manager and all staff demonstrate an excellent knowledge of children in their key group and there is clear monitoring of the different groups of children to inform and enhance practices. For example, writing materials are now readily available in the outdoor area so that boys can practice their skills more frequently and targeted training for developing children's language skills helps to support those with speech and language difficulties. This helps to ensure that all children are making rapid progress given their starting points.

Partnerships with parents are extremely successful and help to ensure that all children are achieving their full potential. Parents are part of the management committee for the setting and they are actively engaged in reviewing policies and identifying priorities for the future. For example, an allotment is now set up so that children can grow vegetables, such as, beans and peas. The communication books which children take home on a daily basis and the regular sharing of observations of children's learning means that parents are extremely well-informed. Parents spoken to at the inspection are very positive about how the staff support and meet the needs of their child. Comments include 'they are fantastic and implement any targets set for my child', 'my child has made exceptional progress from when they first started' and 'I am extremely pleased with all of the information we get about how my child 's progressing'. They also commented how the home visits which are completed before their child starts at the setting are brilliant and helps their child to settle. There are excellent relationships with external agencies to ensure that children with special educational needs and/or disabilities receive the support they need. During the inspection a staff member from the local child development centre commented that staff at the setting go 'above and beyond what is expected of them' and that they are exemplary in implementing the targets set for children. There are meticulous records kept to evaluate how well the child is progressing and these are used to inform other relevant professionals to ensure everyone is working in the best interests of the child. There is a

strong emphasis placed on working in partnerships with other settings that children attend. Staff make contact with them to discuss the needs of the child and the on-going sharing of how the child is progressing in each setting helps to ensure that the care and learning is complemented to ensure consistency for the child.

## 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

<b>Unique reference number</b>	304948
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	876734
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Alderley Edge Pre-School Playgroup Committee
<b>Date of previous inspection</b>	10/06/2009
<b>Telephone number</b>	01625 599300

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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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