

Mollington Pre-School

Old School Building, Grove Road, MOLLINGTON, Cheshire, CH1 6LG

Inspection date

25/02/2014

Previous inspection date

17/11/2008

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 requires improvement

- Teaching has a positive effect on children's development. Staff carefully link the activities they provide with children's interests. They actively support children to develop their thinking and problem solving skills.
- Careful reviews of children's attainment allows staff to analyse the ability of the whole group. This information is used to target teaching and enhance learning in all areas.
- The environments both inside and outside are exciting and stimulating. Children develop a healthy attitude to exercise and have free access to outside play during a good proportion of the session. Staff skilfully weave learning into fun, non-threatening activities which means all children, including those who are less confident, are supported to extend their skills.
- The small staff team are committed to providing an excellent service which meets children and parents' needs. They have a clear understanding of safeguarding issues and are confident about how to manage any concerns they may identify.

It is not yet good because

- Ofsted have not been informed about changes to the management committee, this has resulted in suitability checks not being completed on these people to ensure children's safety is fully protected.
- Appropriate arrangements for regular appraisals for staff and the manager, to provide support to discuss issues and training needs, are not in place.

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 activities in the main playroom and outside play area.
- The inspector held meetings with the manager of the pre-school and undertook a join observation with her during the session.
- The inspector looked at children's assessment records and planning documentation and a selection of policies and children's records.
- The inspector reviewed the suitability checks for staff working with the children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sarah Rhodes

Full report

Information about the setting

Mollington Pre-School is managed by a voluntary management committee and was registered in its current premises in 2002. It is registered on the Early Years Register. It operates from a large room in the 'Old School building', situated within the rural village of Mollington, Chester and is adjacent to St Oswald's county primary school. All children share access to an enclosed outdoor play area.

The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications one at level 4, two at level 3 and two at level 2. The pre-school is open each week day from 9.15am to 12.15pm during term time. A lunch club operates on a Monday and Wednesday; children can choose to stay on until 1pm to eat their packed lunch. Children attend for a variety of sessions. There are currently 19 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 supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure a secure understanding of circumstances where Ofsted are required to be notified, such as changes to committee members; ensure Ofsted have all the information required in order that suitability checks can be completed for all committee members
- improve leadership and management of the pre-school by ensuring that; regular staff appraisals are carried out for both the manager and staff members to provide them with support and opportunities to discuss issues and training needs.

Inspection judgements

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

The pre-school promotes children's learning and development well. Children are well prepared for the transition to school because staff tailor the activities to children's ages and abilities. They use children's interests as the starting point, to provide challenging activities to stretch children's thinking in a fun way. For example, when children show a great interest in the toy wild animals, staff provide opportunities for children to make jungles and dens and learn about animal sounds. They construct imaginative scenarios where the animals have gone away. This allows children to think about ways to entice them back and go on animal hunts. These are all ways that help children to think of

solutions to problems. Staff support children to learn key skills, which they will use in the school Reception Class. For example, they learn to listen to their friends and appreciate others contributions at group times. Staff's teaching is very effective as they use routine events and group times to promote children's confidence and communication skills. For example, all children are happy to sing songs with their friends. Staff encourage children to make decisions about their play and activities. For example, they decide about what story they would like to be read by 'voting' for their favourite and counting how many children want each story. Children confidently answer when their name is called at group register time. This supports their ability to answer the register when they transfer to school.

The children demonstrate that they understand it is fun to have a go at activities even if they are unsure if they can do the task. For example, when singing a counting song, those who cannot yet count past 10, are confident to have a try. They are supported to add one on to the previous number. Counting and colour recognition are also woven into the general play sessions so children can engage with the activity without feeling undue pressure. Children are encouraged to write for a purpose and confidently write their name on their paintings. Those who are more reluctant to use pens and paper are encouraged to make marks outside with chalks and in mud or sand. This is an example of staff understanding children's learning styles and adapting the activities to ensure all children have all aspects of learning developed. Staff introduce children to other cultures through activities based around cultural festivals and national events. This ensures they start to develop an understanding of the wider world. They have access to information and communication technology, as well as activities which introduce them to the natural world, such as growing plants. This helps expand their knowledge of the wider world.

Parents praise the continuity in staffing which means they really get to know the children. Staff support parents to provide information which informs their assessments and planning for each child. Parents feel well supported by staff with regard to developing their understanding of how to help and support their child's learning at home. For example, staff provide 'homework' sheets. A current sheet encourages children and parents to work together find objects or information which relates to the current topic. Staff build on the information they obtain from parents to get to know the children's interests and abilities through regular short observations. These are linked to a development document. This allows staff to track children's progress and make plans to extend their learning. It also provides information which the staff bring together to check children's progress as a whole group. Analysis of this information informs the staff about areas of learning which they need to focus on, to ensure the children make good progress in all areas. The group has recently ensured a summary of children's development is produced for parents on a regular basis. This means parents are kept well informed of their child's development and they have a summary not only in time for the progress check at age two but throughout their child's attendance. Any areas of concern that staff identify as potentially needing to be addressed with the help of external agencies are shared with parents. This means that the pre-school can fully support parents through any referral and assessment processes which may be necessary. Staff work in conjunction with parents of children with English as an additional language; to ensure children are well supported to develop their English in readiness for the move on to school.

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

The processes to help children settle into the pre-school are highly effective because the staff group is small and consistent. Staff cultivate a calm, warm and constructive environment. Children and parents quickly build strong and happy relationships with their key person as well as other staff and children. Those who are more reluctant or less sure are well supported. This ensures all children have their emotional well-being successfully supported. However, to some extent this is a false sense of security. This is because the management committee has not provided Ofsted with the required information for suitability checks to be carried out on committee members. The impact of this is lessened because committee members do not have unsupervised access to the children.

Children's behaviour is very good. Staff help children think about other people's feelings and they learn to negotiate and cooperate with their play mates. They are also helped to think about solutions to possible conflict situations. For example, children find another car for their friend so they can play together. They demonstrate a high level of respect for their friends as they listen attentively to their contributions at group time.

Children start to develop healthy lifestyles. They have considerable access to physical exercise during pre-school sessions. The outside play space provides opportunities to run, climb and dig. Children's dietary needs are met through the provision of packed lunches and snacks that parents supply. Children's self-care skills are developed through them managing their lunch boxes at meal times and they skilfully pour their own drinks. Good hygiene practices are introduced to children, through every day routines and children grow in independence as they have easy access to toilet facilities. This is good preparation for their transition to school. Children are shown how to keep themselves safe through discussions which carefully supports them to think through how to manage risk. The layout of the rooms allows children to make choices for themselves from a range of equipment. Where children are identified as needing additional support the help and advice of other professionals is sought. This ensures their well-being is maintained and their needs are met.

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

The pre-school's management committee changes regularly because it is made up of parents of children who attend the group. An administrative oversight has left all members of the management committee without suitability checks. This is a serious breach of the Statutory framework for the Early Years Foundation Stage. This is because the group had not informed Ofsted of changes to everyone associated with the group. As a result, Ofsted have been unable to carry out the required checks to ensure committee members are suitable to be part of an organisation which works with children. Fortunately, any harm to children is mitigated because committee members do not work directly with the children. Appropriate recruitment procedures and induction processes ensure staff's suitability is established when they are employed. Staff have all required training, such as first-aid training or briefings about basic food hygiene. Children are safeguarded through the

implementation of clear policies and procedures which ensure staff can identify child protection concerns and take appropriate action to protect children. The building is secure which ensures that children cannot leave unaccompanied and helps staff manage the entry of parents and visitors. Staff have a clear understanding of risks. Health and safety concerns are promptly addressed while still allowing children to learn to manage some risks for themselves.

Required policies are in place to help with the safe and smooth management of the pre-school. The pre-school staff are committed to developing the service for parents and children. A culture of reflective practice which involves all members of staff, parents and children has been developed. The pre-school also draws on the expertise of the local authority advisor. However, regular appraisals are not undertaken for staff and the manager. This limits their opportunities to discuss issues and training needs with members of the management committee. The small size of the team means the manager knows the key strengths of all her staff members. Feedback on staff performance is regularly provided by the manager to continually enhance their teaching ability. Staff are proactive in accessing training they feel will be beneficial to further enhance their skills. This has a positive effect on their ability to provide quality learning experiences. For example, the whole group review of children's attainment and subsequent adjustment of teaching practice was undertaken by a staff member who was undertaking a further qualification. The manager monitors room activities and the completion of observation files and assessments of children's progress to ensure no group of children is progressing less favourably than others.

Partnerships with parents and carers are good because staff have developed a number of ways to help them feel comfortable and welcomed. Parents exchange information with staff at the beginning and end of the sessions. Parents' coffee mornings allow parents to talk to their children's key person at a more relaxed pace. Parents praise the ethos of the pre-school which they feel provides a home from home with lots of activity and space for children to play. Partnerships in the wider context are used to develop the quality of education. The pre-school links with other professionals to help children with special educational needs and/or disabilities as the need arises. The pre-school is well aware of the importance of developing links with the other providers of the Early Years Foundation Stage where children attend more than one setting. They have strong links with local nurseries, childminders and nannies. They exchange information with the local school to meet children's needs and facilitate children's transfer on to school each September.

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	EY255969
Local authority	Cheshire West and Chester
Inspection number	872640
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	19
Name of provider	Mollington Pre-School Committee
Date of previous inspection	17/11/2008
Telephone number	01244 853812

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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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