

NAPSAC

Nether Alderley Primary School, Bradford Lane, Nether Alderley, Macclesfield, CHESHIRE, SK10 4TR

Inspection date	27/02/2014
Previous inspection date	06/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children enjoy a wide and interesting range of indoor and outside activities to support their continued learning and development. The activities are well resourced to meet children's needs, supported by good teaching from skilled staff.
- The managers' commitment to improving the provision for children is good. They manage this effectively through thorough and accurate self-evaluation, detailed action plans and professional development that promotes high expectations for themselves and children.
- The safeguarding and welfare requirements are fully understood by managers and staff. They know and understand their role in keeping children safe and know what to do should they have any concerns about a child in their care.
- Highly effective partnerships between the pre-school, the school and some parents greatly enhance children's learning experiences and ensure that they are exceedingly well supported in their preparation and transition to school.

It is not yet outstanding because

- Strategies to engage all parents in supporting their children's learning and development in the home and pre-school, are not fully effective, particularly with harder to reach families.
- There is scope to enhance the systems to monitor and track groups of children to ensure all children achieve at the highest levels.

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 undertook a tour of the pre-school with the manager, including the outdoor environment.
- The inspector observed children's activities throughout the pre-school.
- The inspector spoke with the managers' and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at the pre-school policies and procedures and documentation relating to the children's development.
- The inspector looked at documentation regarding staff suitability and the qualifications of staff working with children.

Inspector

Susan Wilcockson

Full report

Information about the setting

NAPSAC (Nether Alderney Pre-School and Afternoon Club) was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is now run as a limited company by a board of directors and operates from Nether Alderley County Primary School near Macclesfield, Cheshire. Children are cared for within a designated room located adjacent to the school hall. There is a secure area available for outdoor play. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 including the two managers. The pre-school opens Monday to Friday from 9am to 1pm and the afternoon club operates from 3.20pm to 6pm, Monday to Thursday. There are currently 13 children attending the pre-school and two children attending the afternoon club who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. NAPSAC are members 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 highly successful strategies to engage parents who may be more reluctant to be involved in their children's learning and development
- monitor and embed systems to track and record whole group progress, so that assessments of learning continue to be sharply focussed and rigorous in identifying why different groups of children may be doing less well than others.

Inspection judgements

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

Staff demonstrate a good knowledge of the Early Years Foundation Stage and understand how young children learn. Children enjoy and take part in a wide range of interesting experiences, which cover all areas of learning and promote the characteristics of effective learning, both indoors and outdoors. Staff provide an imaginative range of activities based on children's interests and suggestions. For example, the pre-school have planned a visit to a farm following children's interests in animals. This results in children being highly motivated in their learning and consequently, children make good progress towards the early learning goals.

Staff have a wide range of good teaching skills. Children's communication and language abilities are developing well and they are confident with their discussions and explanations. This is because staff engage in a wide range of conversations with children and use open-ended questions to support them to develop their vocabulary. Children

initiate their own play as well as actively taking part in small group activities with an adult. Staff challenge children during these group times and extend their knowledge and understanding. For example, children learn about transport through a range of books, both fact and fiction. Children eagerly participate in discussions about bus journeys with one child telling the group 'I have been on a number 88 bus'. Older children enjoy focussed activities with staff that support their knowledge of letters and sounds and subsequently support their readiness for school and their next stage of learning. The knowledge gained from these groups becomes part of children's everyday language. For example, parents comment on how their children are competent at writing their names and sounding out letters to them. The pre-school environment supports children to be creative and imaginative very well. For example, children freely access resources of their choosing, drawing pictures, dressing up as princesses and extending this activity by building princess castles from blocks. They talk about the small world characters in the castle telling staff 'That's the horrible wizard' and 'That's a boy but he's actually nice, he's a prince'. The outdoor environment is developed to support both gross and fine motor skills. Children explore the tracks made by vehicles in the flour comparing the sizes of the tyre prints, supporting their mathematical awareness. They competently access a range of wheeled bikes and scooters, which they skilfully manoeuvre around the tracks on the school playground. Children enjoy planting in the garden area and they develop their knowledge of the living world as they observe changes in the pond throughout the seasons.

Staff undertake observations of children when they first start, to gain a thorough baseline assessment, which gives them a clear picture of the child's starting point for learning and development. This is supported by comprehensive information gained from parents about their child and discussions about the child's current skills. Ongoing observations and assessments support children's development folders with next steps for learning identified. These focused assessments support staff in enabling children to make good progress in their learning and development. The pre-school uses this information to target children who may be at risk of falling behind in their learning and development and the managers work proactively to refer children for further professional support if required. Progress reports are completed twice a year and shared with parents and the pre-school has developed communication books to enable parents to share learning experiences at home with them. However, these strategies are not fully effective as not all parents comment on, and engage with, their child's learning and development. The pre-school has systems in place to complete the progress check at age two.

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

Children arrive with great enthusiasm and clearly enjoy being at the pre-school. They show confidence in the staff, who demonstrate a very friendly and inclusive approach, helping everyone to feel valued and included. The warm and welcoming environment supports children to become confident and independent learners through a range of activities they can select from in their play areas. Children can rest in quieter spaces or engage in more physically active play. Children have access to the outside area each day ensuring they enjoy periods of fresh air. Each child has a key person and excellent attachments are formed. Key persons know their children very well and understand when

additional support may be required when children undergo changes in their personal life. There is a supportive settling in procedure and detailed information gained from parents enable the provision to be tailored to support children's individual well-being. Children are well prepared for school as there are exceptionally good links with the adjacent school. Where children attend other schools, information is shared with teachers to help provide children with continuity of care and learning.

Children demonstrate excellent behaviour throughout the pre-school. Staff are good role models and support children to understand appropriate behaviour and respect for their friends. A consistent approach to a positive environment is implemented throughout the pre-school. Children understand about sharing and taking turns and demonstrate a positive attitude to working together with their friends. Children are encouraged to take measured risks, learning about keeping themselves safe. For example, a young child practises riding a scooter in the outside environment knowing that they need to wear a helmet to keep themselves safe.

Children gain an understanding of healthy practices as staff ensure they wash their hands before mealtimes and after using the toilet. Children sit together and enjoy a healthy snack of fruit, vegetables and breadsticks. They are encouraged in their independent skills as they help themselves to the snacks and pour their own drinks. Staff provide effective support at lunchtime so that children are relaxed and confident while having their packed lunch or a school dinner. After lunch, children enjoy a quiet time together with staff looking at books in the cosy area. Children dress independently, putting on shoes and coats when preparing to go outside, which promotes their confidence and self-esteem. All children and staff practise regular fire drills to ensure everyone knows how to evacuate the building and remain safe in the event of an emergency.

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

The managers and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and appropriate records are kept. Staff are clear about the procedures to follow if they have a concern about a child in their care and who the designated safeguarding officer for the pre-school is. Children's safety is a priority for all working in the pre-school and the setting has a strong security system in place to prevent unknown persons arriving to collect children and all visitors' identity is checked before access is permitted. Robust systems, policies and procedures are in place and these are regularly reviewed to ensure they meet the current legal requirements and underpin children's safety and well-being at all times. Full risk assessments are in place for all indoor and outdoor areas and staff also undertake thorough daily checks to ensure that toys and equipment remain fit for use. Staff have first aid training, ensuring that children are kept safe. Accident and medication forms are completed appropriately.

The pre-school ensures that all staff have a Disclosure and Barring Service check. Robust recruitment processes are in place with references sought for new staff. The managers oversee the induction process for new staff. A comprehensive programme of professional development ensures that staff have appraisals, supervisions and access to training to

support their personal development needs. The pre-school managers maintain a good overview of the educational programmes through an effective tracking and monitoring system. This ensures that children make good progress in accordance with typical expectations for their age and given their starting points. This system effectively highlights individual children who may be at risk of underachievement. However, there is scope to enhance the systems to monitor and track groups of children to ensure all children achieve at the highest levels. The managers commitment to improving the provision for children is good. They manage this effectively through thorough and accurate self-evaluation, detailed action plans and professional development that promotes high expectations for themselves and children. The views of parents are important and the pre-school encourages feedback through questionnaires. For example, the pre-school is currently seeking the parent's views on extending their opening hours. Regular management and staff meetings provide opportunity for everyone to contribute ideas and thoughts to decision making.

Highly effective partnerships between the pre-school, the school and some parents greatly enhance children's learning experiences and ensure that they are exceedingly well supported in their preparation and transition to school. Good relationships are built with parents and key policies and procedures are shared to ensure that they are aware of the standards to which the pre-school operates. These also provide details of how to make a complaint if they need to. Parents comment positively about the pre-school, how impressed they are with the provision offered and how they feel their children are safe, secure and extremely happy.

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	EY379043
Local authority	Cheshire East
Inspection number	873837
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	15
Name of provider	N.A.P.S.A.C.- Nether Alderley Pre-School & All-Round Care
Date of previous inspection	06/02/2009
Telephone number	01625 583282

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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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