

Byron Green Pre-School

Wrexham Close, Tenants Hall, Hollinwood, OLDHAM, OL8 4SQ

Inspection date

18/12/2013

Previous inspection date

04/05/2012

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	3
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

- Staff undertake observations of children as they play. Activities generally support children's learning and development, in which children make satisfactory progress.
- The manager and staff have been pro-active in addressing previous recommendations. This shows some commitment to continued improvement.
- Staff have a secure understanding of safeguarding and risk assessment. As a result, risks to children are identified and minimised.
- Partnerships with parents are effective. Parents are complimentary about the service the group provides.

It is not yet good because

- Assessments and the consistent identification of children's next steps in learning are not yet embedded in practice. This means that planned activities do not always offer appropriate challenge.
- The educational programme requires further development, in order to offer consistent challenge throughout all areas of learning.
- Some staff miss opportunities to skilfully question children and do not always give children an appropriate time for children to formulate a verbal response in order to improve children's learning further.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the manager throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the providers self-evaluation and improvement plans.

Inspector

Elisia Lee

Full report

Information about the setting

Byron Green Pre-school was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from a self-contained building, Tenants Hall, in the Hollinwood area of Oldham. It is privately managed. The pre-school serves the local area and is accessible to all children. Children have access to a large hall and there is an enclosed area available for outdoor play.

The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and two members of staff are unqualified. One member of staff is working towards a level 3 qualification and the manager is working towards a foundation degree.

The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 33 children attending who are in the early years age group. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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 assessment and tracking are consistently used to identify the next steps in children's learning and to understand children's level of achievement, to ensure that learning experiences meet their individual needs and offer challenging learning opportunities so they make good progress
- improve the educational programme by providing challenging experiences for each area of learning and development to ensure children make good progress in all areas.

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

- develop staff's practice in skilfully questioning children during play so that they allow time for children to respond in order to promote critical thinking and improve learning even further.

Inspection judgements

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

Staff have a satisfactory knowledge of the Early Years Foundation Stage and plan activities based on children's interests. Educational programmes cover the seven areas of learning and as a result, children satisfactorily gain the necessary skills in readiness for school. However, at times the educational programme can lack challenge for children. Regular observations of children as they play are undertaken, which allows staff to become aware of children's likes and dislikes. However, assessment and tracking of children's progress does not consistently identify targeted next steps for children. Therefore, planned activities do not always reflect or shape challenging learning experiences for children. This results in learning experiences that at times lack consistent challenge and are not always precisely matched to children's individual learning needs. For example, children use photo copied worksheets and do not have the opportunity to take part in age appropriate differentiated activities to support emerging literacy skills. As a result, children make satisfactory, rather than good progress.

Learning and teaching is satisfactory. Children initiate their own play and access resources independently. For example, children access construction bricks and begin to build different structures as they act out the familiar story of the 'three little pigs'. Staff support children through role modelling resources, playing with children and supporting early language skills. For example, children sing a 'days of the week' song and are prompted by staff to identify the initial letter of each day. However, while staff talk with children, they do not always skilfully question children as they play, which means that opportunities to extend children's learning are missed. As a result, the impact of teaching on children's progress is satisfactory rather than good. Children who speak English as an additional language are supported through staff liaising with parents to learn keywords in a child's home language and using dual language resources, such as books and flash cards. Children who have a special educational need are supported through the pre-school having a designated special educational needs co-ordinator and taking advice from other professionals. In addition, staff work closely with parents to develop individual education plans which support children's individual developmental needs.

Staff have strong partnerships with parents and have worked hard to develop communication links since the last inspection. For example, the pre-school newsletter is now available by email and they have recently joined a social networking site to share information with parents. In addition, the pre-school invites parents in to share special events with children. For example, decorating biscuits at Christmas time. Parents are invited to be part of the assessment process through contributing to baseline assessments, the progress check at age two, attending termly parents meetings and undertaking observations at home. Children are supported with continued learning in the home through lending resources. Parents are complimentary about the pre-school. For example they comment 'I have taken my child's file home, I am pleased he is doing well, staff are great they are really friendly'.

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

An effective keyperson system is in place. Children start at the pre-school on a gradual admission process which allows warm relationships to develop with staff. The manager operates an open door policy at all times and parents are welcome to stay with their child until they feel they are appropriately settled. This gives the opportunity for parents to discuss children's needs with staff and build effective relationships, in order to meet children's needs. Staff are positive role models and interact with children at their level. For example, staff ride on bicycles and model how to use a scooter as children observe. Children's emotional well-being is supported and staff are quick to attend to children if they become upset or unsettled. Positive behaviour is appropriately encouraged through consistent praise and by giving children stickers when they have undertaken set tasks. For example, using the bathroom independently or helping to tidy away resources.

Staff show an understanding of the importance of risk management. Daily safety sweeps are undertaken to identify and minimise risks to children. For example, staff ensure the environment is safe every morning as the building is also used by different community groups. In addition, risk assessments are carried out before children attend any trips or outings in order to minimise risks. Staff follow procedures which support safety. For example, a visitors book is in use, staff open the door individually to all parents and staff use a secure keypad entry to access the main room in pre-school. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations of the building. Children's independence is supported. For example, children are encouraged to self serve at snack time and use the bathroom independently. Children access resources which are stored on mobile open shelving units. This supports children to initiate their own play.

Children learn about healthy lifestyles through access to the outdoor area. At certain times of the year the area can be inaccessible due to a large expanse of grass which becomes waterlogged. However, the manager ensures that children have the opportunity to go on walks in the local environment which supports children's physical development and understanding of healthy lifestyles. Children also take part in music and movement sessions which supports an understanding of the importance of exercise. A daily healthy snack is provided which consists of, for example, fresh fruit and milk, and the pre-school have received the healthy eating award from the oral health team, Oldham children bring packed lunches from home to eat at lunch time. Children are supported at times of transition. The pre-school invites teachers from local schools into the pre-school so they can observe children at play and discuss developmental needs. This helps children to prepare for change and readiness for school.

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

Staff have a sound knowledge of safeguarding procedures. This inspection took place following notification of a safeguarding incident that involved a member of staff. The inspection found that the manager was fully aware of her responsibility in safeguarding children. Following the incident the manager took immediate action, carrying out a

thorough investigation, speaking with parents, informing appropriate authorities and following robust disciplinary procedures. Staff are aware of the safeguarding policy and the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare and attend child protection training. Staff supervise children well, consequently children are suitably protected. For example, the pre-school uses a secure password should an unknown adult arrive to collect a child and keeps thorough records of accidents and attendance, which helps staff to further protect children and promote their welfare. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the group. Staff are further supported through regular appraisals and supervisions.

Staff have a satisfactory knowledge of how to support children in their learning and development. They role model how to use the resources and play with children at their level. The deputy manager monitors practice and children's developmental files. The manager has identified that this is an area where she will be taking a more active role and has a clear vision of how to improve practice. For example, role modelling sessions and introducing a peer mentoring system which will help staff to identify and share good practice. Staff attend network meetings to discuss and share ideas with other providers. The manager oversees the tracking documentation. This means that any gaps in children's learning are identified so that effective support can be put into place. Staff training needs are discussed at appraisals and regular staff meetings. For example, staff have recently undertaken child protection training and 'sign a long' training. Teaching practice is adequate and children make satisfactory progress in their learning and development. This is due to children's next steps are not always identified and planned activities do not always present challenge for children to maximise their learning and development.

The manager and staff have been pro-active in addressing recommendations from the previous inspection. For example, they have reviewed access to the outdoors so that children are able to move freely between the indoor and outdoor space and developed children's self help skills at snack time by introducing a self service system. The staff team have reflected and evaluated their practice and have identified key areas of strength and weakness that they wish to address. The manager welcomes the views of parents to further improve practice. Overall, this shows that the staff are committed to improving practice. Partnership working is in place and staff work well with other professionals. For example, staff use a link book to share information with other providers who share the care of children, such as childminders. The pre-school has links with local authority advisors, health professionals, other settings in the area and local schools.

The Childcare Register

The requirements for the compulsory 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	EY439027
Local authority	Oldham
Inspection number	943106
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	33
Name of provider	Claire Louise Jackson
Date of previous inspection	04/05/2012
Telephone number	07979954470

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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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