

Elm Street Pre-School

Elm Street Community Centre, Elm Street, Middleton, Manchester, M24 2EG

Inspection date	17/03/2014
Previous inspection date	12/05/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff consistently demonstrate high quality teaching skills and provide a rich, varied, challenging and imaginative range of learning opportunities. As a result, children are extremely confident, enthusiastic learners who make rapid progress from their starting points.
- Highly effective parent partnerships ensure a collaborative approach to supporting children's learning, both in the setting and at home. This ensures a highly consistent approach to meeting the learning needs of children is maintained.
- Leadership and management is excellent and inspirational. The manager uses a range of highly effective strategies involving children, parents and staff, to ensure priorities are identified, focused on teaching, resulting in an ethos of continuous improvement across the setting.
- Robust safeguarding policies and procedures are in place. This ensures that children's welfare is exceptionally protected. Additionally, children are kept safe and are supported by highly skilled staff to manage risk.
- Children's social and emotional needs are exceptionally well met. Relationships with staff are excellent and this fosters a sense of belonging and ensures children show the characteristics of effective learning.

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 observed activities in the indoor and outside learning environments.
- The inspector held a meeting with the manager of the provision and spoke to staff throughout the inspection when appropriate.
The inspector looked at documents and checked evidence of suitability and
- qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector looked at and checked a range of policies and procedures.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of views of parents and carers spoken to on the day.

Inspector

Kim Boughey

Full report

Information about the setting

Elm Street Pre-School was registered in 1991. The pre-school is organised by a voluntary committee of staff and parents. It operates from two rooms within Elm Street Community Centre in Middleton near Rochdale, Lancashire. The pre-school has sole use of the building during session hours, but the premises are also used by other community groups.

The group serves the children and families living within the local community and surrounding areas. Children have access to a secure outdoor play area. The pre-school is open each weekday during term-time only from 9.15am to 12.15pm. A wrap-around service is also offered from 12.15pm until 1.15pm. The pre-school is registered on the Early Years Register.

There are currently 32 children on roll all of whom are in the early years age range and attend for a variety of sessions. There are seven members of staff, four of whom hold relevant childcare qualifications at level 3. The setting receives support from the local authority and is part of their quality assurance scheme.

What the setting needs to do to improve further

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

- consider how children's independence can be enhanced even further during snack time.

Inspection judgements

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

The standard of teaching is excellent with a superb balance of adult-led, focused and child-initiated activities, which are highly challenging and stimulating for children. For example, there is a fantastic outdoor nature area with a wide range of superb resources, including natural resources, such as large logs and a wooden arched bridge which children delight in using for balancing and building. This effectively develops children's physical, personal, social and emotional skills. Additionally, children's communication and language is further enhanced when they excitedly revisit and engage in discussions about a recent children's story. Through the well-planned activities, the highly skilled staff team and the range of excellent resources ensure children are enthusiastic, highly motivated learners who make rapid progress across all areas of their learning and development. Children with special educational needs or English as an additional language are exceptionally well supported through a very strong partnership with parents and relevant professionals, such as the speech and language therapists. Staff know the children exceptionally well and support and enhance their learning as appropriate through highly effective planning. Staff

use a range of superb teaching strategies to reinforce learning and ensure children are developing well in both the prime and specific areas. Additionally, the expert teaching strategies result in children being given choices to promote their thinking and independence. The excellent, highly stimulating learning environment provides a range of high quality resources which children access easily due to them being labelled clearly with pictures and words to support their decision making. The mark making resources are provided in portable units and this enables children to transport them to any area they wish, to enhance their own play, and use writing for a purpose.

There is a very strong focus on language, phonics and mathematics for those older children in preparation for school. Home diaries, phonic and mathematic work books are used, in partnership with parents, to support children in being ready for their next stage in learning. Parents, in discussion, demonstrate they are extremely happy with the progress their children are making and the support they receive from staff to enable them to carry out activities at home to support their children's learning. For example, for those parents and children whose first language is not English, they express how they feel they are effectively supported and as a consequence, their children make excellent progress in speaking English through the support of the key person and staff at the setting.

Children's starting points are clearly identified through excellent contributions from parents. Good quality information is shared between key persons and parents through the use of the effective home diary, daily verbal communication and termly reports on their children's progress and if required, meetings with parents are planned. The highly effective learning journals and tracking sheets show children are making rapid progress from their starting points and are achieving at least expected levels of development in the prime and specific areas of their learning and development.

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

The outdoor environment provides a superb mix of adult and child initiated high quality, challenging activities, which results in children being extremely confident and self-assured active learners. The strong focus on promoting children's social skills, when outdoors, means they learn to work and play together as they develop friendships with their peers. An extensive range of high quality equipment and resources, along with the consistently high quality teaching strategies, results in children having exceptional skills in their personal, social and emotional and physical development. The children delight in climbing on the superb large see-saw aeroplane where they excitedly communicate with each other about the experience, as well as developing their physical skills and sense of well-being. Children are extremely confident and self-assured and demonstrate their excellent understanding of the importance of a healthy lifestyle and self-care skills. For example, attending to their personal needs and washing hands independently before snack time. Additionally, children are encouraged to put on their coats independently to go outside. The robust key person system in place and all staffs' awareness of each child's individual needs, are due to the excellent monitoring and tracking systems in place. This means children form highly secure relationships with their key person and settle quickly into the setting. For those children who are moving on to school, staff focus on phonics and

mathematics with them in all areas of the environment and actively involve parents to support their children's learning in these areas at home. Consequently, children are getting ready for their next transition onto school.

The inspirational learning environment is clean, safe and extremely well-resourced, resulting in children being highly motivated and active learners. Staff and children are innovative, for example, there is a wonderful home corner, with a realistic looking fireplace, which children and staff have made together. Children contribute to planning and make choices about what they want to do, for example, stories chosen by children are detailed in the meticulous planning. There is a superb low level interactive wall display for children to access with extracts from stories, colours, material and words for children to explore. This results in children feeling valued and confident in making contributions and further extends their already excellent skills in communication and language.

Children demonstrate exceptionally strong, positive relationships with all staff and have an excellent sense of belonging by the way they communicate and interact with them. They consistently engage confidently in the wide range of high quality learning activities, resulting in them being highly motivated, imaginative, enthusiastic learners who are showing tenacity and enjoyment in what they set out to do. The setting have achieved the 'Golden Grin' award for providing a superb range of healthy foods and drinks for children at snack time. Although, there is scope to improve their independence even further at snack time. Additionally, parents actively contribute to providing healthy foods for the setting and resources for fantastic celebratory events, such as Chinese new year. This results in children trying an extensive range of foods. Therefore, children's knowledge and understanding of different cultures is significantly enhanced and promotes equality and diversity across the setting.

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

Enthusiastic, highly committed, inspirational leadership and management results in the provision of a fully inclusive, safe environment in which children thrive. The manager enthusiastically role models good practice and is very animated and focused, resulting in staff and children being highly motivated and participating in all high quality learning activities. Extremely robust systems are in place to monitor and track children's progress and meet individual learning and development needs in line with Early Years Foundation Stage requirements. The key person system is exceptionally robust with staff having extensive knowledge relating to the individual learning needs of children. As a result, children are empowered to become highly motivated independent learners. Children, parents and staff contribute effectively to long term, medium term and short term planning. The setting has a highly effective transition policy and exceptionally good links with local schools to support children in moving on to their next stage of learning.

Safeguarding policy and procedures are fully understood by all staff and extremely robust. All staff have completed relevant safeguarding training in line with local safeguarding children's board requirements. Daily risk assessments are carried out by staff and relevant

robust policies and procedures are in place to keep children safe, including fire procedures, accident recording and medication policy. These are regularly reviewed with clear actions listed to ensure they work in practice. Resources are high quality and stored safely but remain accessible to children. This ensures that children's welfare is exceptionally protected. Additionally, children are kept safe during a breadth of challenging learning experiences where they are supported by highly skilled staff to manage risk.

All staff are extremely well supported with highly effective termly supervisions and observations in place. Additionally, peer observations are undertaken to share excellent practice and to identify areas for improvement linked to their continuing professional development. Most staff are qualified and others have a range of training experiences with young children. Observations focus on high quality teaching strategies and link exceptionally well to the characteristics of effective learning which show how they impact on children's learning and development. Clear outcomes and actions are identified and addressed with individuals and as a team, to foster the excellent ethos of continuous improvement. Self-evaluation and monitoring is extremely robust and enables the manager to focus on priorities. Highly effective partnerships with parents and professionals results in individual needs of children being met consistently. The manager of the setting is a very strong leader with a clear vision for the setting. Staff and parents are fully committed to supporting the manager in making improvements. Parents are highly committed to supporting the setting, for example, by contributing resources, such as a greenhouse and compost to enable an allotment area to be developed. This will result in children being given significantly enhanced opportunities to further plant and grow flowers, fruit and vegetables which they can then pick and prepare for snack and lunch.

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	316404
Local authority	Rochdale
Inspection number	847701
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	32
Name of provider	Elm Street Pre-School Committee
Date of previous inspection	12/05/2010
Telephone number	0161 654 9655

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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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