

Fieldhouse Pre-School

Unit A15, Fieldhouse Industrial Estate, Rochdale, OL12 0AA

Inspection date

Previous inspection date

20/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Partnership with parents is an integral part of the provision and effectively promotes children's continuing care and development.
- The key person finds out from parents about their child's routines, likes and dislikes. This enables staff to plan familiar activities and helps children develop secure attachments.
- Observations and assessments are completed and used to inform activity plans, as well as to show parents the progress their children are making across all areas of learning.
- Staff have secure understanding of the safeguarding and welfare requirements, and therefore children play in a safe and welcoming environment.
- Self-evaluation enables staff to identify and prioritise aspects of the provision to be developed. This positively drives improvement in the outcomes for children.

It is not yet outstanding because

- There is scope to improve the existing provision for energetic outside play, to further enhance outcomes for children.

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 toured the premises.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector observed staff and their engagement with the children throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at the children's records of achievement, observations and assessments, in addition to other relevant documentation.
- The inspector discussed plans for the future, self-evaluation and the improvement plan.

Inspector

Cathleen Howarth

Full report

Information about the setting

Fieldhouse Pre-School was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and is situated within a large multi-purpose factory building on the Fieldhouse industrial estate in Rochdale, Greater Manchester. It serves the local area and provides care for children aged from two to under five years. The pre-school operates from one large room, with additional opportunities to use a second room for dance and exercise sessions. There is an enclosed area available for outdoor play.

The pre-school is open Monday to Friday from 9am until 4pm during term time only. There are currently 16 children on roll, all of whom are in the early years age range. They attend for a variety of sessions. The pre-school receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. Currently there are three staff working directly with the children, all of whom have an appropriate early years qualification at level 3. The nursery manager holds a level 4 qualification.

What the setting needs to do to improve further

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

- enhance provision for energetic outside play to further improve children's learning and development.

Inspection judgements

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

Parents are asked to provide information about their child's starting points when they start at the setting. This information is used consistently well to plan activities to support children's next steps. Parents are routinely kept informed of their children's progress towards the early learning goals. For example, through the regular use of children's records of achievement, contact sheets, weekend books, photographs and information on the family and 'wow' boards. These systems are in place to effectively promote children's learning at home and at the setting. For example, children recently celebrated reading, books, authors and illustrators when they brought their favourite book from home to read at the setting. Staff read with children from fiction and non-fiction books, and they attractively display their artwork for parents to view. There is an established system in place for the children's key person to complete the progress check at age two in partnership with parents, who are encouraged to share the information with the children's health visitor. Staff focus on the prime areas of learning, understanding early identification

of need and early intervention is necessary to help narrow any identified gaps in children's achievement. Children's records of achievement, which include ongoing assessments, are well maintained and are used to plan a wide range of stimulating activities to reinforce and extend children's learning further.

The educational programmes have depth and breadth across the seven areas of learning. Taking into account their starting points, all children are working comfortably within the typical range of development expected for their age. This includes children who speak English as an additional language and those who have special educational needs and/or disabilities. The prime areas of learning are generally promoted well and are interwoven in all activities. However, there are limited opportunities for children to be physically exuberant, particularly outside, which means that they are not able to develop some of their physical skills as well as they otherwise might.

Children are purposefully involved in planning for their learning and they are clearly acquiring the skills, attributes and dispositions they need to be ready for school, or the next stage of their learning. For example, they talk about the weather and prepare for outside play. Children experience a variety of learning opportunities to match their different learning styles, building upon what they already know. For example, outdoor play is always linked to children's learning in other areas, such as seasonal changes and their growing independence. Children are effectively developing communication and language skills and they are able to express themselves confidently, fluently, clearly and appropriately in a range of situations. They listen, question and respond to others with care and sensitively respect the views and ideas of others. Staff interact meaningfully with the children, asking questions and making suggestions to support their learning. They are clearly familiar with individual children's key vocabulary and they purposefully support children in their use of key words. For example, familiar and newly introduced vocabulary is skilfully introduced, such as 'Easter' and 'daffodils' through the current spring display. Children have grown daffodils and they find yellow objects and resources to display, such as a helmet, chickens, cups and tubs. They develop negotiation skills and express their emotions and feelings. For example, through Coco the toy clown, which is a prop used effectively to engage with children and to seek their views.

Staff routinely follow the children's lead and activities are challenging and interesting. They effectively model skills involved in children's play, such as writing and posting letters. Staff encourage children to speculate and test ideas through trial and error. For example, children ask a member of staff if they can receive letters at home. This leads to letter-writing and mark-making activities at the setting. Children then go to buy stamps for the letters they have written and they post them in the post box. Children look forward to receiving their letters at home and they bring them to the pre-school to show others. Staff seize every opportunity to reinforce children's learning by making links and building upon what they already know. For example, at snack time children take it in turns to wear an apron and to be the table monitor. The food prepared is purposefully linked to the children's favourite story about a caterpillar. Children compare savoury and sweet food, such as gherkins and cherry cake, as they reflect on the story. In a previous activity they have learned about the life cycle of a caterpillar, which changes into a butterfly. During an art session they work together to make a caterpillar as they draw a face on it and cut out green leaves.

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

Staff support children well when the time comes to start at pre-school. Parents are given time to settle their children. The atmosphere at the setting is calm and welcoming and children soon feel comfortable in the new situation. A well-organised key person approach helps children to form secure attachments with those working with them. Staff support children to play and learn together and to develop control over their actions.

Consequently, children behave well for their age and stage of development. Staff consistently make their expectations of behaviour clear. For example, children know they are not allowed to run around inside, to avoid accidental injury. The environment is safe and welcoming. The layout of quality resources and equipment effectively promotes children's care, learning and development, and children are fully engaged and motivated at all times.

There are ongoing opportunities to enhance and optimise children's emotional and physical health at the setting. Staff understand that getting a good start in the early years enables healthy all-round development. They lay the foundations for long-term well-being, which is effectively promoted through the provision of good nutrition, fresh air and opportunities for children to rest and play quietly. As a result, children are learning the importance of keeping healthy. They know to wash their hands before they eat their meals. Mealtimes are a social occasion when children relax and sit together around the table. They chat about the food that is provided and staff seize every opportunity to encourage children to talk about food and nutrition. Children's good behaviour is a noticeable feature; they are clearly developing an awareness of the feelings and needs of others, as well as the consequences of their actions. They use language of social interaction appropriately, such as 'please' and 'thank you', and they are learning to share and take turns. The staff routinely challenge children to think and find out more. For example, the oral hygienist visited the setting to talk about why it is important to keep our teeth clean. Children had fun learning about self-care and they used a large, soft toothbrush to practise cleaning the teeth of a giant toy crocodile. A nutritionist has visited the setting to promote healthy eating, and children learned how to peel and cut fruit, such as bananas, to make fruit salad.

When the need arises and with written parental consent, staff administer medication to children. Accidents and existing injuries are also recorded to promote children's continuing care. Overall, working practices and procedures help to protect children, including risk assessments of the premises, resources and outings, such as to the post office. This ensures appropriate adult-to-child ratios are maintained and helps to minimise the risk of accidental injury. Measures like these, with consistent support from staff, enable children to make healthy choices, feel secure and encourage behaviours that effectively promote children's good health and well-being and their understanding of how to manage risk safely.

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

All the staff are committed to their roles and they share the same vision. This is consistently demonstrated through the systems, routines and practices that are embedded in the provision. For example, there are robust selection, recruitment and vetting procedures in place to safeguard children and this includes systems to support staff through induction, appraisal and their personal professional development. There are ongoing opportunities for staff training, and this includes training to administer first aid, which promotes children's safety at the setting and on outings. The training and supervision of staff has a clear focus on welfare and safeguarding. Staff demonstrate a secure knowledge and understanding of child protection procedures. Other policies and procedures are understood and implemented. For example, staff have a clear understanding of their responsibilities in promoting equality of opportunity. The quality of teaching and learning is effective and the learning and development needs of all children are consistently planned for. There is an effective system in place to monitor, review and improve the quality of teaching and learning. For example, the manager observes staff's interactions with children and parents. Attainable goals are agreed to ensure teaching is focused on meeting the individual needs of children.

Working in partnership with parents is firmly embedded. This includes the continual sharing of information in their child's learning journey and other systems to effectively enable parents and staff to reinforce children's learning at home and at the setting. Parent questionnaires have been completed, and should the need arise, parents know how to address concerns through their child's key person. Feedback from parents is always valued. They make favourable comments about the setting, emphasising how pleased they are with their children's care, learning and development. Trained and experienced staff clearly understand the importance of partnership working and they are well supported in their roles and responsibilities. For example, they receive support from the local authority, particularly to help ensure the effective provision for children with special educational needs and/or disabilities. Ongoing self-evaluation through the quality assurance scheme demonstrates how staff reflect on explicitly stated goals and how they revise their work accordingly. Self-evaluation promotes best practice and all the requirements of the Statutory framework are fully met. It clearly demonstrates the staff's ability to make sustained improvements.

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	EY469123
Local authority	Rochdale
Inspection number	938848
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	16
Name of provider	Fieldhouse Pre-School
Date of previous inspection	not applicable
Telephone number	01706 522093

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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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