

Haslington Pre School

Haslington Primary School, Crewe Road, HASLINGTON, Crewe, CW1 5SL

Inspection date

21/03/2014

Previous inspection date

26/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 are extremely safe in an environment that is secure, well-maintained and inviting. Staff know the children well and have an excellent knowledge and understanding about how to safeguard children in every aspect.
- A well-resourced indoor and outdoor environment offers quality experiences for children combined with knowledgeable staff who know how children learn.
- The partnership with parents, carers and the wider community is extremely strong and children make smooth transitions and are well-prepared for the next stage in their education.
- The drive for improvement is demonstrated by clear and detailed plans in the areas of continuous provision, which show the pre-school's commitment to providing quality experiences for children.
- Good interaction and communication strategies observed in the pre-school support children's learning, including the use of visual symbols and the visual timetable. Consequently, children develop good understanding of the routines and activities.

It is not yet outstanding because

- Occasionally, the younger children's learning at group times is compromised by the size of the group and they are not able to fully concentrate and engage in the activities.
- Children's confidence and independence skills are not supported to their full potential, particularly at snack times.

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 and talked with children as they played and interacted with each other and staff members.
- The inspector discussed aspects of policy and practice with the manager and staff at appropriate times throughout the inspection.
- The inspector looked at a wide range of documentation, including observations, assessments, planning, relevant policies and procedures and health and safety documentation.
- The inspector talked with parents and carers, viewed completed questionnaires and took into account all views.

Inspector

Margaret Foster

Full report

Information about the setting

Haslington Pre-School was re-registered in 2008. The setting is committee run and operates from a mobile classroom situated in the grounds of Haslington Primary School near Crewe. Children are cared for within one activity room. There is a secure area available for outdoor play. The setting is open five days a week from 9am to 3pm during term time. Children attend from the local community and surrounding areas. There are currently 38 children on roll aged from two to four years. All these are within the early years age group. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs five members of staff including the manager. Of these, all staff hold early years qualifications at level 3. The setting receives support from the local authority early years advisory team and is a member of the Preschool Learning Alliance.

What the setting needs to do to improve further

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

- support the younger children's learning at group times more effectively, for example, by breaking into smaller groups, with a simple focus, helping them to be more involved and extend their concentration skills
- build on older children's confidence and independence skills further, for example, by involving them in preparation of the tables for snacks, setting the cups and plates, so that the time they are waiting to eat and drink is minimised and used effectively to support learning.

Inspection judgements

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

The pre-school staff establish strong partnerships with parents and children, gathering information in the baseline assessment, which enables them to plan effectively for children's good progress. A flexible settling-in process adapted to the needs of individual children ensures that they are very confident in the pre-school and therefore quickly thrive in the environment. The staff are skilful in finding out the children's interests, through discussion with parents and using the communication book to share information and rigorous observations of how children learn, both at home and in the setting. This results in activities being offered that are highly stimulating and the children are extremely enthusiastic and motivated to learn. Good interaction and communication strategies are used in the setting to support children's learning, including the use of visual symbols and the visual timetable. Consequently children develop good understanding of the routines and activities.

Children's interests are catered for in the wealth and range of opportunities offered, for example, a baby clinic in the role play area so that children are learning about weighing and looking after babies health. The children bathe the dolls in the baby baths and change their nappies and they are developing communication skills and new vocabulary about babies. Planning is detailed and supports each child's next steps in their learning effectively so that children's progress in the pre-school is very good given their starting points. Children build and create structures in the outdoors with large blocks and the good role modelling of staff supports their learning, using mathematical words and numbers to measure the height of the blocks. Children are encouraged to think more creatively and have the confidence to try out new things because of the quality of the staff interactions and the skilled staff.

Staff deployment is very good, particularly in the outdoors where groups of children have a member of staff supporting their learning at all times. For example, during a key group activity in the digging area a group of children are planting and the member of staff simplifies the language so that all the children are able to understand. Interactions with the children are purposeful and are used imaginatively to extend their learning. Consequently, when the member of staff explains that covering the bulbs is 'like when you go to bed and you put the covers on', children follow the instructions. When the member of staff names the 'compost' and 'bulbs' giving them new words and shows them photographs of the tulips fully grown, children's knowledge is extended. Children learn from a fully inclusive environment and teaching that is accessible to all. However, occasionally, for example, the younger children's learning at group times is not as well-supported. For example, when children recognise their names, and identify letter sounds the very young children are not fully engaged in the activity.

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

A highly stimulating environment, both indoors and outdoors, offers quality resources that engages the children's interests and staff are knowledgeable in child development, which ensures that children's learning is consistently supported and extended. Consequently, children make very good progress in their learning. Children display high levels of confidence to make choices about what they want to play with and are ably supported by teaching that motivates them. Their creative work is displayed imaginatively around the pre-school and demonstrates strongly that they are unique and valued. This gives the children confidence to know that they are important and that their self-expression is highly valued and welcomed. Children's independence is promoted by the organisation of resources. For example, photographs on boxes and drawers help children to self-access and replace their chosen items and in the outdoor environment vehicles have their own numbered parking bays.

Key person relationships are effective with both parents and children, ensuring that optimum opportunities for learning are explored and these extend to community partners. Consequently, this ensures that the children's transitions to other settings are extremely well-supported. For example, children go to the school assemblies and have hot dinners in the dining room with the school children so that they are emotionally very well-prepared

for the next stage in their education. Children's health is particularly nurtured by the choices for snacks, for example, crackers and fruit; the staff join in at the tables and initiate conversations about what they have been doing and teach table manners. Snack time is a social occasion, where children are learning about turn taking and tolerance. However, older children's confidence and independence skills are not always used to full potential, for example, in preparation of the tables for snacks, setting the cups and plates, so that the time they are waiting to eat and drink is minimised and used effectively to support learning. All children can access daily exercise in the extremely safe and well-resourced outdoor space. Children experience a vast range of quality resources and learn about the effect of exercise on their bodies and benefit from access to fresh air. For example, jumping in and out of tyres challenges their physical skills and makes their heart beat faster; staff creatively use the experience to teach children.

Children's behaviour is excellent and positive reinforcement is routinely used exceedingly well to promote this in the pre-school. Children respond well and are accepting of each other's differences and older children support their younger peers amicably and therefore they play harmoniously together in the environment. Children learn about living things and caring emotions are nurtured by sensitive staff. Consequently, when one of the children sees a worm on the grass the member of staff steps in and harnesses the moment to skilfully question the child about where would be the best place to put it in the garden for safety.

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

There is a strong emphasis on children's safety and there are comprehensive policies in place so that they feel safe and secure. These are shared with parents and reviewed annually to ensure that measures are robust. All staff have accessed safeguarding training and have targeted training to enable them to fulfil their specific responsibilities identified through specific supervision and induction programmes. All adults connected to the pre-school are suitably vetted and the manager monitors closely the timescales for any reviews. As a result, children are helped to be kept safe from adults who may be unsuitable. All staff are trained in child protection and demonstrate particularly well the procedures to follow should they have a concern over a child. Consequently, children are helped to be kept safe from harm and abuse. Children are kept safe because the premises are kept clean, safe and well-organised. Resources are monitored for any that are damaged or need repairs and they are removed and noted for replacement. Robust risk assessments and daily checks ensure areas and equipment are safe. Managers also guide children to take responsibility for ensuring the areas in which they play are safe. This collective responsibility means children can play safely and confidently at all times.

The pre-school managers listen and take advice from advisers at the local authority, working with them and their own improvement plan. As a result, all aspects of the pre-school are continually monitored. The manager is knowledgeable about the process required to address underperformance and ensures that children's experiences are of high quality through well-trained staff. Children's learning and development across the seven areas of learning in the Early years Foundation Stage are clearly understood by leaders

and managers and detailed planning and assessments are monitored to ensure that children make very good progress. Children's progress is monitored exceptionally well by staff who are skilled in assessing children's development their assessments are detailed and accurate to enable planning to be targeted at children's individual interests. The pre-school is extremely well-organised and child-orientated. Adults closely observe and support children when necessary and allow them to totally take the lead in their play. For example, children dig in the mud garden and the member of staff shows them how to add water from the water butt to make it really muddy for their play. Children's ideas are always supported and extended and as a result, and through their own play and exploration, they develop and gain greater skills in working with the medium of mud.

High quality staff training is a high priority at the pre-school. Children benefit from staff who evaluate their training to ensure it has a positive impact on their practice. Annual appraisals, regular supervision and observation of practice ensure that children receive high-class teaching and learning opportunities. For example, staff are asked about the provision on a daily basis. They are also heavily involved in their own and each other's planning. Parents and carers contribute to self-evaluation through questionnaires, formal consultation meetings and daily contact. The relationship with parents, carers and other settings is excellent. As a result, children's needs are exceptionally well-met because of the highly effective communication links. The pre-school are involved with other agencies and at present have managed to secure funding to enhance the outdoor area and their plans for improvements are excellent. For example, the addition of artificial grass in the play area will enable all weather access to the area even in wet weather and ensure children's choices of being outdoors.

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	EY380535
Local authority	Cheshire East
Inspection number	821538
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	44
Name of provider	Haslington Playgroup Committee
Date of previous inspection	26/01/2009
Telephone number	07941 052176

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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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