

# St Anne's Pre-School, Royton Oldham Ltd

St Anne's C of E School, Ormerod Avenue, Royton, OLDHAM, OL2 5DH

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 25/04/2014 |
| Previous inspection date | 26/01/2010 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>2</b> |
|--|-------------------------|----------|
|  | Previous inspection:    | 2        |
| 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**

- Teaching is good and children benefit from having access to a wide range of stimulating resources which are relevant to their interests. Consequently, children make good progress given their starting points and are well prepared for their next stage in learning.
- Practitioners work effectively as a team to meet the individual and group needs of the children. Therefore, children benefit from having secure attachments with practitioners, which promotes their emotional well-being.
- Partnerships with parents are good. This enables practitioners and parents to share information to support children's development at the pre-school and home.
- All practitioners are clear about the safeguarding and welfare requirements because clear policies and procedures are in place. This ensures that children remain safe and secure while at the pre-school.

### **It is not yet outstanding because**

- There is room to improve snack time so that children's play and learning is not interrupted.
- There is scope to build on the already good methods used to consider the voice of the child to enable children to reflect and draw on their own personal experiences.

## 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 observed children's play and staff interactions both indoors and outdoors.
- The inspector undertook a joint observation of a teaching activity.  
The inspector looked at children's assessment of records, planning documentation,
- two year progress checks, evidence of the suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took into account the views of parents and children spoken to on the day.

## Inspector

Lynn Byrne

## Full report

### Information about the setting

St. Anne's Pre-school, Royton Oldham Ltd was re-registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two rooms and associated facilities within St. Anne's Primary School, Oldham and has an enclosed area available for outdoor play. The pre-school is managed by a limited company and serves the local area which is accessible to all children. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The pre-school opens Monday to Friday, during term time only, from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 52 children attending who are in the early years age group. The pre-school provides funded 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 further improve the quality of the early years provision the provider should:

- support children to access the cafe area when there are places available so that their play and learning is not interrupted for long periods as they stand waiting to wash their hands
- enhance the already good methods used to consider the voice of the child to enable children to reflect and draw on their own personal experiences.

### Inspection judgements

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

Children benefit from a good range of quality activities that effectively promote their learning in all areas. Practitioners provide stimulating resources that are accessible, open-ended and relevant to the interests of children. Consequently, children are active and inquisitive learners who purposefully explore the indoor and outdoor environment and embrace new experiences. All practitioners have high expectations of all children and regularly assess children's development so they can provide a wide range of interesting and challenging experiences, in line with their interests. As a result, children make very good progress in their learning and development.

The quality of teaching is good and children learn through a balance of adult-led and child-initiated activities. Practitioners continuously extend children's vocabulary as they play, for example, introducing new words as they enjoy sensory play and encouraging them to describe the different textures. This promotes children's communication and

language skills and supports them to express their own thoughts and ideas. All practitioners are skilful in asking open-ended questions which provides children with opportunities to think. Time is given for children to respond and give their own ideas, which provides children with opportunities to develop the characteristics of effective learning. For example, while children make play-dough they are encouraged to discover how they can make it less sticky by each adding different ingredients. Children have the freedom to initiate, plan and lead their own play. However, this is sometimes interrupted when children are informed that the cafe is open for snacks. For example, all children go to wash their hands at the same time which results in them waiting in a line instead of having sufficient time to conclude their play and access snack when there is space at a table.

Practitioners gain information about children's prior skills, knowledge and interests from parents to ensure accurate starting points can be assessed. This enables the key person to plan fun and challenging activities that help the children to settle quickly. Partnerships with parents are good. Parents are encouraged to share information about their children through daily conversations and regular meetings with their child's key person. Practitioners inform parents of their children's progress through regular progress checks and suggest activities to support their children's learning and development at home. This ensures children are acquiring the skills they need to be ready for the next stage of learning and school. Children with special educational needs and/or disabilities and children who have English as an additional language are well supported with the practitioners, parents and external agencies working together to provide effective, targeted strategies and interventions to support their individual needs.

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

Children are extremely happy and have a good rapport with all practitioners who are good role models. Children's emotional well-being is effectively promoted through a well established key person system and a warm and welcoming environment. As a result, children form strong attachments with their key person which supports them in feeling safe and secure. Children are familiar with the daily routines and listen and contribute ideas at group discussion times. Children are confident to introduce themselves to visitors and are keen to talk and involve them in their activities. Children learn to make a positive contribution to the pre-school by offering to help tidy away toys at the end of the session and holding the door open for a parent with a pushchair. Behaviour is good, this is because practitioners provide a calm atmosphere and encourage children to play well together. Practitioners support children to express their thoughts and feelings which are recorded by practitioners in the 'children's voice' books. However, practitioners have not fully considered how this could be developed even further, for example, through the use of photographs, to support children to reflect and draw on their own personal experiences.

Practitioners encourage and support children to attend to their personal needs and use the bathroom independently. Children that are toilet training are regularly reminded to visit the bathroom and are praised for their achievements. Children are developing a good understanding of the importance of a healthy lifestyle and fresh drinking water is continually available. Children help to prepare a range of healthy snacks, for example,

children butter toast and prepare the milk bottles with straws and set them out in the cafe area so that other children can serve themselves. This provides the children with opportunities to develop their independence in readiness for starting school. Children are also emotionally well prepared for the transition to school by visiting the school with their key person. Close, strong working relationships between the pre-school and schools, together with detailed transition records ensures all children are very well supported in their move to school.

The children's physical health and well-being is well promoted by practitioners, who encourage children to be physically active both indoors and outdoors. The outdoor learning environment provides a wide range of opportunities for all children to be physically active and support a healthy lifestyle. For example, children steer and manoeuvre tricycles and scooters, kick and catch large balls and join in with group games, such as the parachute. While enjoying this type of play, children also learn about the value of taking appropriate risks while keeping themselves and each other safe.

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

All practitioners demonstrate a sound understanding of their responsibilities to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Secure recruitment and vetting procedures ensure all practitioners are suitable and safe to work with children. All practitioners have undertaken safeguarding training and have a clear understanding of what to do should they have a concern about a child. Effective risk assessments and daily safety checks are completed to minimise hazards in order to reduce the risk of accidents to children. Procedures for dealing with minor accidents are followed. As a result, all accidents are recorded and parents are informed and sign the accident record.

All practitioners are experienced, qualified and highly skilled in their interactions with children. The impact of their high quality teaching results in children making very good progress towards their early learning goals. The manager carries out regular appraisals, supervisions and holds weekly team meeting to provide practitioners with support to progress in their professional development. Peer observations have also been introduced to support practitioners to improve their knowledge, understanding and practice. Regular monitoring of the planning and assessments of children's development, by the manager, guarantees consistent and accurate records of children's needs are identified. This ensures that high standards of teaching are consistently provided for all children and that appropriate interventions are sought to close any identified gaps in development for individuals or groups of children. Members of the committee carry out the managers appraisal and regular supervisions to monitor her professional development and ensure she is supported in her daily work with practitioners and children.

Partnerships between practitioners and parents and other professionals are strong and contribute to the good progress children make. Parents comment on how friendly, welcoming and helpful all practitioners are and how relaxed they feel about sharing information or asking for help and support. Feedback from parents is overwhelmingly

positive. For example, parents say that their children love coming to pre-school and that they have made 'great progress' since they have attended. Parents are asked to rate the setting through questionnaires and are regularly asked for ongoing feedback. Information gained from parents, along with input from practitioners and the head teacher from the school, identifies areas for development. Improvements made since the last inspection include soft flooring being added to the indoor outdoor room and a fence to the outdoor area. This provides children with constant access to both the indoor and outdoor environment which encourages independence and promotes a healthy lifestyle with daily opportunities to benefit from fresh air.

### **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

|                                    |                                     |
|------------------------------------|-------------------------------------|
| <b>Unique reference number</b>     | EY375631                            |
| <b>Local authority</b>             | Oldham                              |
| <b>Inspection number</b>           | 858314                              |
| <b>Type of provision</b>           |                                     |
| <b>Registration category</b>       | Childcare - Non-Domestic            |
| <b>Age range of children</b>       | 0 - 17                              |
| <b>Total number of places</b>      | 36                                  |
| <b>Number of children on roll</b>  | 52                                  |
| <b>Name of provider</b>            | St Anne's Pre-School, Royton Oldham |
| <b>Date of previous inspection</b> | 26/01/2010                          |
| <b>Telephone number</b>            | 07721 958 004                       |

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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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