

Goostrey Pre-School

Methodist Church Hall, Main Road, GOOSTREY, Cheshire, CW4 8PA

Inspection date

02/05/2014

Previous inspection date

28/09/2008

The quality and standards of the early years provision

This inspection:

2

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 because practitioners employ effective questioning techniques to support children's thinking and learning, particularly promoting mathematical and language development. As a result, children are making good progress.
- There is an effective key person system in place ensuring that children's emotional needs are met. Consequently, children feel secure to explore the environment and play.
- Children are encouraged to carry out task for themselves. Therefore, children learn to become confident and independent learners.
- Practitioners have a clear understanding of safeguarding issues and are confident about how to manage any concerns they may identify.

It is not yet outstanding because

- There is scope to enhance nappy changing arrangements further so that children's privacy is considered alongside their safety.
- Planned activities for children do not always cover all areas of learning in the outdoor environment.
- The current process of practitioner's supervision does not include any observation of their teaching practice to identify any weaknesses and take action to address these.

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 activities in the room used and outdoor play area.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager/nominated person and spoke to four members of staff throughout the inspection when appropriate.
- The inspector looked at a selection of policies, procedures and information provided by the manager.
- The inspector spoke with the chairperson of the committee.
- The inspector checked the suitability and qualifications of staff working with the children.
- The inspector spoke with parents to gain their views.

Inspector

Michelle McMaster

Full report

Information about the setting

Goostrey Pre-school registered in 1967 and is on the Early Years Register. It operates from the Methodist church hall in the village of Goostrey, Cheshire. The pre-school group serves the local area and has strong links with the local school. All children attending are within the Early Years Foundation Stage. The pre-school opens four days a week during school term times. Sessions are from 9am until 3pm on a Wednesday, Thursday and Friday and until 1pm on Tuesdays. Children are able to attend for a variety of sessions. Children with special educational needs are supported. There are currently 34 children attending who are in the early years age group. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds Qualified Teacher Status. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- improve nappy changing arrangements further so that children's privacy is considered alongside their safety
- extend the planning of activities for children in the outdoor environment, in order to enable children to experience all areas of learning
- extend the monitoring of staff performance by observing them in practice to assess the effectiveness of their teaching and provide the necessary support to strengthen the quality of this where a weakness is identified.

Inspection judgements

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

Children and parents are given a warm welcome by practitioners on arrival. Children settle with ease and engage themselves with others in their self-chosen games, activities and imaginative play without needing too much support from adults. This is attributable to the positive relationships children and parents have formed with the small team of practitioners. Children are given plenty of opportunity to independently explore the environment as they engage with the stimulating range of activities and resources provided, particularly indoors. Children have access to indoor and outdoor play areas several times throughout the session. However, the planning of the outdoor area does not maximise the opportunity for children to learn across all learning areas of the Early Years Foundation Stage. Nevertheless, there is good balance of independent and adult-led play

activities planned.

Teaching is good. Practitioners have good knowledge of the Early Years Foundation Stage. Practitioners work in partnership with parents to get to know children's starting points and understand their individual needs when they join the pre-school. They monitor and assess the progress children are making through regular observations in all areas of learning. This information is regularly shared with parents and children's next steps in learning are agreed. Where children have additional needs, key workers liaise with the special educational needs coordinator and other professionals, such as a play worker to ensure children's needs are being met and good progress is made. The children's interests are valued and incorporated into planning for children's learning across several learning areas. For example, an activity is provided to draw road networks using card, pens and cars based on children's interest in cars and trucks. As a result, children are interested and engaged in a mark making activity that supports and develops their learning in shape, imagination, language, concentration and pencil control.

Practitioners use their questioning skills to support children to speak confidently about knowledge they already have and to make connections in their learning and recall events. Practitioners maximise every opportunity to support children learning in mathematics, such as prompting children to count as they build, consider shape as they draw and write and use number in their imaginative play. To support children's learning in literacy, a letters and sound programme is used, where children to practise the letter sounds in their name and others as their skills develop. The children participate in song time and storytelling to develop communication and language skills. Children are offered praise appropriately to encourage them to take pride in their achievements and persist when they are challenged. Children are secure and confident, and enjoy their play and learning. Consequently, they are keen to seek out new experiences and learn in readiness for their transition to school.

Children's learning at home is valued and children are encouraged to share information about their activities and interests outside the setting. When a child brings something to pre-school, practitioners enthusiastically use this as a learning opportunity for children to speak in a small group sharing their experiences and learning. For example, a child brought a 'wormery' and proudly tells his friends how he made this with his father. Practitioners then extend this unplanned activity by sharing some knowledge and children gain a further understanding of the world around them. Partnership with parents is very good. The setting communicates well with parents keeping them informed weekly about children learning activities, providing parents an opportunity to contribute to their child's learning at pre-school. Parents are further engaged and valued by inviting them to the setting to share their skills with the children, such as being a doctor or a dentist.

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

Children are relaxed and happy at pre-school as the effective key person system promotes children's feeling of security. Practitioners take the time to engage with parents and children as they arrive for their session, responding well to children's emotional needs as they settle into play. For example, when a child is struggling to settle on arrival they are

immediately offered comfort and support by a practitioner until they are ready to go play independently. Practitioners are well deployed to support children's learning and welfare. Daily risk assessments are taken to ensure the environment is safe and secure.

Children play a few times throughout the session outside providing the benefits of fresh air. They are given the opportunity to challenge themselves physically using their large muscle skills both indoor on a climbing frame and on wheeled toys outdoors. Practitioners encourage children to take considered risks whilst reminding them of the consequences if they do not play safely. Children are given strategies to take turn on equipment. As an example, using an egg timer provided, children time each other on equipment themselves and as a result, children learn to play fairly and manage their own behaviour well. Children are encouraged to tidy up after play in a fun way, such as counting the blocks as they build up in a tower replacing them in the corner. Consequently, children's behaviour at the pre-school is very good.

The setting operates a rolling snack system which offers the children a healthy snack of fruit, milk or water. Practitioners ensure that all children visit the snack station and are there to support children as necessary. Children are encouraged to make choices by selecting their own food and pouring drinks for themselves promoting children's independence and to think for themselves. Children competently manage their personal hygiene, such as washing their hands before meals and visiting the toilet. Practitioners role model to children how to wash their hands properly to kill germs. Practitioners take opportunities as they arise to teach children what is healthy and unhealthy for our bodies. As an example, a child shows a cake he has baked from home and the children are asked if this is good for our teeth. Children also take part in teeth brushing activities, learning how to look after their teeth and as well exploring the differences in different types of toothbrushes. Although there is a nappy changing area in one of the toilets, for added protection, staff choose not to change nappies out of sight of their colleagues. Consequently, they use the corridor that is visible from the hall. However, this has a large window, making it visible from the street and the neighbouring property and therefore, the arrangements do not take account of the rights of the child to a degree of privacy.

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

Practitioners have a good knowledge of safeguarding issues, there are written policies and risk assessments in place. There is a safeguarding and mobile phone policy in place and practitioners are fully aware of their responsibilities on how to safeguard children. Most practitioners are first aid trained. There is a recruitment policy and induction process in place which includes vetting to meet legal requirements. Children are, therefore, safe and secure at the setting.

The manager plans the overall educational programme for children by gaining information from practitioners on their key children's interests and next steps. She ensures that the learning environment and activities offered to children are relevant and meeting the needs of children to ensure good progress is made. The manager oversees all learning journals for children, progress reports completed by practitioners and planning. She facilitates for

other professional to engage with practitioners to support children's learning and transitions to school. The setting has developed a process to transition children going to school, such as organising school visits for familiarity and teachers joining pre-school for a session to meet with the children. The manager holds regular staff meetings, supervision and annual appraisals with the team of practitioners. Although there is a supervision process in place to support practitioners, it does not include observation of practitioners teaching practice to support any weakness identified. The manager has, however, identified some training needs of the practitioners in other areas of development and has arranged for some online training to be available for practitioner's professional development. The manager aspires to improve and has put in place self-evaluation of the setting that has prioritised areas of improvement. She involved staff and parents from the committee in this process. The implementation to action some of these areas is apparent such as providing some musical instruments for the outdoor learning area.

Partnership with parents is strong. Practitioners are aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing how they can work together to support children make good progress. Good communication between staff and parents means that children's care and learning needs are met well. Information is provided for parents in a variety of ways, informally at the beginning and end of sessions, email, newsletters and notices. The information on the pre-school website is thorough and includes a full range of policies that successfully reflect staff practice. Additionally, several parents are committee members and have an opportunity to give their views of pre-school at committee meetings. Parents report that they are very happy with the support provided to them by the key persons and pre-school.

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	305073
Local authority	Cheshire East
Inspection number	867567
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	34
Name of provider	Goostrey Pre-School Committee
Date of previous inspection	28/09/2008
Telephone number	07970 889562

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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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