

# Callands Pre-School

Callands Children's Centre, Callands Road, Warrington, WA5 9RJ

## Inspection date

Previous inspection date

12/05/2014

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

- Teaching is good because staff fully understand how to promote children's learning, using continuous assessment to promote their rapid progress.
- Children learn to think critically due to the effective questioning used by staff to extend their knowledge.
- Children with English as an additional language and those with special educational needs and/or disabilities are supported well by effectively trained staff and outside agencies.
- The dedicated staff team make continuous improvements by successfully reflecting on their practice and using feedback from parents and carers.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting the children in their care.

### It is not yet outstanding because

- There is scope to develop children's literacy skills further, for example, by encouraging them to write their name on their own creations.
- Occasionally, staff do not help children to fully develop their self-help skills. For example, they are not consistently encouraged to independently wash their own hands.

## 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 staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with children.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.
- The inspector looked at children's assessment records and planning documentation and a selection of policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Paula Kerrigan

## Full report

### Information about the setting

Callands Pre-School was registered in 2014 on the Early Years Register. It is one of two settings run by a committee and operates from designated rooms within The Callands Children's Centre, which is situated in the Callands area of Warrington in Cheshire. There are enclosed areas for outdoor play. The setting is open each weekday from 9am to 3pm during term times only. Children attend for a variety of sessions. The setting receives early education funding for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 32 children on roll, all of whom are in early years age group. There are currently four staff working directly with children, all of whom have an appropriate early years qualification at level 2 and 3. The setting 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:

- extend opportunities for children to develop early literacy skills, such as supporting them to recognise their own name and attempting to write it on their creations
- provide further opportunities for children to develop independence skills, for instance, washing their own hands.

### Inspection judgements

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

Children are provided with a good range of learning experiences, which they enjoy. This is because, on the whole, planning accurately reflects their individual needs and interests. Staff show a good understanding of each child's needs and use this well, by adapting teaching methods to capture their interests and imagination. As a result, children consistently engage in active learning. The assessment of children's learning is good, which helps to ensure that each child is developing in line with expectations, based on their age, ability and starting points. Observations are undertaken regularly and are used to identify and plan children's next steps in learning. As a result, children effectively develop the skills they need to prepare them for the next stage in their learning and their eventual move to mainstream school.

Parents are encouraged to share information about their child's achievements and interests. This is used to inform planning, in order to support children's ongoing learning. For example, staff provide parents with ideas of how to support their child's learning at home. Staff have undertaken detailed progress checks for children aged two. They ensure

that these are shared with parents who contribute information about their child's development. This is used to identify any areas where children's progress is less than expected along with plans, which address any concerns raised. Good relationships with other professionals ensure that staff are able to effectively meet the needs of individual children, particularly those with special educational needs and/or disabilities. Children with English as an additional language are supported well, with a strong, positive reflection on their home language and good levels of support in their speech and language skills. As a result, all children are cared for in a fully inclusive environment and make good progress.

Staff encourage children to explore numbers in everyday activities, such as counting compare bears as they eagerly place them in the tray. This teaching method successfully engages children's attention, helping them to develop numerical skills. The organisation of a wide range of activities at low level contributes towards teaching children how to become independent. For example, they are attracted by colourful and exciting craft materials, such as chinks and brightly coloured crayons. They enjoy the feel of chalk and spend time exploring its properties. For example, they notice that they can make marks on the paper. However, opportunities for children to develop literacy skills are inconsistent. For example, staff do not consistently encourage children to write their own name on their work. Using single-handed tools, children learn how to control fishing nets effectively. Practising their developing physical skills, they scoop their net into the water and carefully choose from a wide range of items; they show concentration as they explore what they have in the net. Children proudly hold up their chosen items for everyone to see and enjoy the warm recognition they receive from staff for their achievement. Staff promote children's language skills through lively conversation and activities they enjoy. For instance, they enjoy sitting with staff on the small comfortable sofas, listening to stories. Effective teaching methods, such as using a range of voices and intonation ensures that children are interested and engaged in active learning. Staff help children to become absorbed in this activity because they invite them to join in, contributing their own thoughts and opinions about each of the pictures they see on each page. Children start to understand that words have meaning as props are introduced for characters in the book, such as a 'mouse'. They practise their pronunciation of this word and ask staff questions about this creature, such as 'Where does it live?' During each session, children have the option to choose if they play indoors or outside, which helps towards supporting all learning styles. Staff encourage children to 'have a go' at new activities and begin to judge risks for themselves. They are close by at all times, which ensures that they are able to monitor children's safety and offer guidance and encouragement as children use a wide range of outdoor resources. This encourages children's physical development and supports them to increase their abilities through effort and practise.

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

The key person system effectively supports children's emotional well-being and independence. Children form strong bonds and secure emotional attachments with a staff team who care about them. There are gradual settling-in sessions to ensure that children have the chance to get to know their key person and other staff, before they are left by their parents. Staff also employ other effective ways to help children to settle quickly. For instance, staff ask parents for detailed information about children's interests and personal

care needs. This is effectively used and maintained during placement to ensure that good levels of care are provided, tailored to individual needs. On arrival each day, children are met by staff and they demonstrate that they feel secure as they happily run in greeting friends and staff alike.

Children behave well because staff provide them with clear and consistent guidance. Staff also act as good role models, sensitively giving reminders and age-appropriate explanations, which supports children's understanding about what acceptable behaviour is. Children show high levels of confidence and self-esteem, asking adults questions without hesitation. For example, they eagerly tell a member of staff the rules of their game and how she should play it. Children develop good levels of confidence and self-esteem because staff consistently recognise their achievements. They display a good sense of awareness with regard to staying safe. For example, they know how to hold and use tongs safely 'sitting at the table'. Sometimes children effectively manage their own personal needs. For instance, more able children take themselves to the toilet independently and wash their own hands without prompting. However, at times, staff do not consistently encourage younger children to fully develop self-help skills, for example, washing their own hands.

Children benefit from daily outdoor play. Some indoor activities are extended outdoors to support children's learning and development. Children play and learn in a safe environment as staff complete a range of safety checks and risk assessments. They learn about the importance of keeping themselves safe and the potential impact of some dangers as they are involved in safety procedures. Children also regularly participate in the nursery emergency evacuation procedure so they are aware of the steps to take in an emergency. Staff provide clear messages to children, in order to increase their understanding of why it is important to have a healthy diet. For example, they initiate discussions with children about which kind of foods are good for us. Free-flow play between the indoor and outdoor play area benefits children's health. This is because they have lots of chances to take part in vigorous play as they run around.

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

The pre-school's leadership and management has a strong understanding about the safeguarding and welfare requirements, making sure that staff safeguard children's well-being. A comprehensive range of policies and procedures underpin staff practice and help to further ensure children's welfare. Reviews of all documentation are regular and the folder is easily available for parents to peruse. Senior safeguarding staff have the relevant multi-agency training and all staff attend regular training updates. During discussions, staff clearly demonstrate their understanding of procedures to take should they have any concerns about children in their care. Staff supervise children well at all times and adult to child ratios are good. The committee has rigorous recruitment and vetting checks for all new staff to ensure that they have suitable qualifications and experience to work with young children. All staff receive good levels of induction training when they begin work at the pre-school. Staff put children's safety as a paramount focus. Risk assessments are thorough with regular reviews. The management promptly address any hazards or

concerns. Emergency evacuation drills regularly take place and are appropriately logged. Records for medication, accidents and incidents are comprehensive. Staff always ensure that they inform parents about any incidents that may occur during their child's time in the nursery. These meticulous procedures help to ensure that the pre-school is a welcoming, safe and stimulating environment for children to enjoy.

The leadership and management has a priority focus on ensuring the pre-school's continuous improvement. Thorough processes of self-evaluation include the views of staff and parents, enabling the clear identification of the provision's strengths and weaknesses. Recent changes to the progress tracking systems, positively impact on identifying gaps in children's learning. During discussion, the manager explains further development plans, which illustrates her strong commitment towards setting challenging targets for future improvement.

The pre-school has effective links with other early years' settings and local primary schools. Staff meet together to share children's learning and development needs and any additional support strategies involving external specialists, so gaps are closing for children who began with lower starting points. These processes help to ensure the smooth transfer for children as they move between their educational phases. During discussions, parents' comment on the high quality care and attention that staff provide. They feel that they receive good quality information about their child's progress and time in the pre-school and that staff are very approachable and receptive towards their suggestions.

## 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>	EY471909
<b>Local authority</b>	Warrington
<b>Inspection number</b>	942717
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Little Learners Pre-Schools
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01925 635903

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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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