

East Didsbury Pre School

Parrs Wood Road, East Didsbury, MANCHESTER, Lancashire, M20 5QQ

Inspection date	16/05/2014
Previous inspection date	18/05/2009

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

- The quality of teaching is good because staff provide a wide range of stimulating and challenging activities and effectively support children to make good progress in all areas of their learning and development.
- Staff warmly welcome children into this friendly pre-school. They sensitively help children to settle easily, form strong bonds with their key persons and develop their confidence and independence.
- The manager and staff have a good understanding of safeguarding procedures as they regularly update their knowledge. There are clear monitoring systems in place to ensure children are kept safe and secure.
- Partnerships with parents and other professionals are strong. This means that all children, including those with special educational needs and/or disabilities, make good progress in their learning and development given their starting points.

It is not yet outstanding because

- There is scope to broaden the programme of professional development to deliver expert practice across the pre-school to help every child make the best progress possible.

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 had a tour of the premises.
- The inspector undertook a joint observation of a teaching activity with the manager.
The inspector looked at children's assessment records, planning documentation, progress checks for children between the ages of two and three years, evidence of the suitability of staff working within the pre-school, 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

East Didsbury Pre-School is privately owned and registered in 1991. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the ground floor of a Methodist Church in Didsbury, Manchester with an enclosed outdoor area. The pre-school serves the local area and is accessible to all children. The pre-school employs seven members of childcare staff. Of these, one has an appropriate early years qualification at level 4, three hold a qualification at level 3, two hold a qualification at level 2 and one is unqualified. The pre-school opens from 9am to 3pm, Monday and Wednesday, 9am to 12.30pm on a Tuesday and 9am to 12 noon on a Friday. Children attend for a variety of sessions. There are currently 34 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 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:

- review the programme of professional development, so it is astute and targeted and enables staff to develop the highest levels of expertise in teaching to have the best possible impact on children's learning.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and know how to promote individual children's next steps through planned, child-initiated activities. Their routine interactions support children to make good progress given their starting points. Initial information is gathered from parents about the children during settling-in sessions. This information helps the children's key person to assess the children's starting points and to get to know the children well. Staff work well together to plan a wide range of stimulating, challenging activities that are appropriate to the children's ages and stages of development. Staff skilfully support children in their learning by encouraging them to initiate their chosen activities by exploring and playing independently. Staff facilitate and extend children's thinking through talking to them and listening carefully to their ideas. For example, when children are playing outdoors in their car wash role-play area, staff sensitively ask open-ended questions and provide children with sufficient time to problem solve how to remove the soap bubbles from the cars. This provides children with opportunities to develop the characteristics of effective learning.

Children learn to recognise their names and those of friends throughout the day, such as when they self-register and hang their coats on their pegs. Staff support children's good

communication and language skills and help them to build their vocabulary by talking to them and introducing new words, during daily activities and snack time. Children develop good listening skills by listening to stories being read to them by enthusiastic staff. Also, books are available for children to access independently in a cosy area to support good literacy skills. Staff enthusiastically praise the children for their achievements, which boosts their confidence and self-esteem. For example, staff give out reward stickers to children that have helped to tidy up.

Staff keep parents well informed about their children's progress through daily talks with the key person and the use of home nursery diaries. The parents share their child's interests and home learning, which is added to the child's learning journals. Staff accurately assess and track children's progress and plan for the next steps in their learning based on their individual needs and interests. They work closely with parents to undertake the progress check for children between the ages of two and three years. This effectively identifies children's development stage and staff are proactive in seeking early intervention for children who require additional support, such as speech and language therapy. Overall, staff support children well to ensure that their learning and development is in line with expected developmental ranges for their ages. As a result, children are acquiring the skills and attitudes required for their next steps in learning, including the move to school.

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

Children's emotional well-being is effectively promoted. A well-established key person system ensures all children benefit from strong attachments. The caring and supportive environment helps children to feel safe and secure which provides a strong foundation for their well-being. Settling-in sessions are used to build relationships with parents who are encouraged to share details of their child's individual care needs and routines. Consequently, staff know individual children well and they benefit from consistent care. Staff share their knowledge of the children with teachers to support a smooth move to school. Staff prepare the children for school by visiting the school and taking part in school assemblies by singing with the school children. Consequently, children are emotionally well prepared for school.

Staff provide stimulating, well-resourced indoor and outdoor environments that children can freely move between. Areas are arranged, so children can access resources themselves and have spaces to be messy, as well as cosier, cushioned areas for relaxation. This provides children with valuable opportunities to develop their independence and all-round development. Outdoors, children have good opportunities to climb, manoeuvre wheeled vehicles and learn how to negotiate space. As a result, children's physical skills are well promoted. Children learn about keeping themselves safe by singing songs about road safety and keeping their environment safe. For example, children inform visitors that the floor is wet and to be careful not to slip while they are painting the walls with water.

Staff are good role models and form strong relationships with children which result in them feeling valued. Effective strategies are consistently implemented to reward children and to manage challenging behaviour. Consequently, all children including those with

social and emotional difficulties are learning the importance of socially acceptable behaviour. Staff support children to develop a range of skills, which help promote their understanding of personal hygiene and self-care. For example, children independently wash their hands before snack because they understand why it is important. Children's independence skills are also supported as children hand out their own plates and cups and serve their own healthy snacks.

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

The manager and staff have a good understanding and knowledge of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are aware of potential and actual harm to children and have a strong knowledge of procedures to follow to deal with safeguarding issues. All previous recommendations and actions from the last inspection have been effectively met and daily checklists are in place for the indoor and outdoor play areas, to ensure that they are safe environments for children to play in. The safeguarding policy includes procedures to be followed if there are allegations made against staff members and all staff members have a clear understanding of the procedures to follow if they have concerns about a child. Several staff have first aid certificates and appropriate accident, incident and medicine records are in place.

The manager and staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Staff are experienced, qualified and highly skilled in their interactions with the children. The impact of their high quality teaching results in children making good progress in their learning. The manager monitors the planning and learning journals regularly. This ensures that high standards of teaching are consistently provided for all children and that children's next steps in their learning are followed through. Systems to monitor and manage staff performance are effective. Where weaknesses are identified, individual improvement plans support professional development and are used to monitor practice. However, the range of training for some staff is not consistently targeted to enable them to develop the expert practice needed to deliver and sustain the highest level of teaching practice. The manager and staff are working closely with the local authority adviser and an Early Years Professional to develop a well-targeted plan of action for future developments.

Partnerships between staff and parents are very positive. Parents spoken to comment on how friendly and helpful the staff are and how well they prepare the children for school. Partnerships working with external agencies and professionals are effective, ensuring children are well supported when required. Staff understand the importance of sharing information with other early years providers and professionals and have introduced an information sharing diary to support all involved with the care of a child. This ensures that children are supported by a consistent approach to teaching and care that develops their learning and well-being and contributes to the good progress they make.

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	500073
Local authority	Manchester
Inspection number	870709
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	34
Name of provider	Julie Bell
Date of previous inspection	18/05/2009
Telephone number	0161 445 0934

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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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