

# Red Robin Pre-School at Gravelhole Methodist Church

Gravel Hole Methodist Church, Castleton Road, Royton, OLDHAM, OL2 6UP

<b>Inspection date</b>	30/04/2014
Previous inspection date	21/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 pre-school provides a good balance of adult-led and child-initiated play, planned from the children's needs and interests, ensuring children make good progress in all areas of learning.
- The management team clearly have drive, passion and enthusiasm for future improvement and seek advice from the local authority and wider agencies as and when required, in their endeavour to improve outcomes for children.
- Staff build good relationships with parents, working collaboratively for the benefit of the children.
- Staff demonstrate a good understanding of how to safeguard children. This means they are clear about how to respond should they be concerned about the welfare of a child in their care.

### It is not yet outstanding because

- There is scope to extend children's thinking skills through the well targeted use of open-ended questions.
- Partnership working is not fully embedded so all children consistently benefit from the sharing of information about their learning when they attend more than one setting.

## 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 indoors and outdoors.
  - The inspector held a meeting with the manager and conducted a joint observation.
  - The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled documentation, including children's assessment records,
- planning documentation, evidence of staff suitability and qualifications and children's learning journals.

## Inspector

Joanne Ryan

## Full report

### Information about the setting

Red Robin Pre-School re-registered in 2012 and now operates under a management committee. It is registered on the Early Years Register and operates from rooms beneath Gravelhole Methodist Church in Royton area of Oldham. The committee employs a manager and five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and 3 and the manager holds Early Years Professional Status. The pre-school opens Monday to Friday during term time only, sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 39 children attending who are in the early years age group. The pre-school is accessible to all children and there is an enclosed area available for outdoor play. There are steps down to the basement or a lift is available for those with mobility difficulties. The Pre-School supports 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:

- enhance children's thinking skills and their use of language through more consistent teaching, particularly with regard to the use of well-targeted, open-ended questions
- extend the good partnerships established for most early years providers to all organisations involved with the children, in order to consistently share information about children's learning and support their individual developmental needs.

### Inspection judgements

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

Teaching is good overall within the pre-school. Staff have high expectations of the children and provide them with appropriate challenge, which supports them to make good progress in all areas of learning. The manager and staff recognise that children learn through play and that timely interactions are key to extending children's learning. For example, as children find mini-beasts in the garden, staff use the spontaneous opportunity to develop children's understanding of the world as they talk about the features of the different creatures. This inspires the children to search for different creatures in the garden and supports their investigation skills. Staff support children to develop their communication and language skills. They talk to them consistently through the activities and give them enough time to respond. This gives the children the opportunity to explain and express their own ideas. However, although communication and language is well supported in the pre-school, occasionally, some staff do not ask open-ended questions to develop their thinking skills, when good opportunities arise.

Children are keen, motivated and excited about learning. The staff plan interesting activities for all children based on what they know about them and information gathered from parents. Good use of observations enables key persons to effectively identify children's next steps in learning and meet individual children's learning needs and styles. Children's progress is effectively recorded in their learning journals and is shared with parents. In addition, each key person holds clear information about each child's progress by way of a tracker document. This enables the key person and manager to identify if there are any gaps in children's learning or in the provision for each area of learning. For example, when the tracking identified children's use of positional language could be improved, staff developed specific activities where they focus on this area of children's learning. This means children are acquiring the key skills required for their next stage in learning. Staff undertake letter and sound activities with children, which supports their early literacy skills. They provide parents with information about the activities, which enables them to continue the learning at home.

Staff consider the needs of all children and support children with special educational needs and/or disabilities particularly well. They meet with professionals and put individual plans in place to allow all children to meet their full potential. Children develop their imagination and creativity as they choose from a range of resources and create hats. They develop their co-ordination and physical skills as they practise using scissors. Staff offer appropriate support, they demonstrate to the children how to use the scissors correctly and then allow them to try out and test their own ideas. Staff support children in making friendships and working together. For example, when one child cannot untie a rope from the fence, staff encourage another child to help.

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

Staff know the children in their key person group well. As children arrive they go into their key groups and show each other items they have brought from home. Staff know the children's interests well and support them in following their ideas. For example, children bring cardboard tubes from home and staff support them in pretending they are telescopes so they can take on the role of pirates. Staff are caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is evident at this pre-school and means that children's emotional well-being is well fostered. Staff manage children's behaviour well. They offer lots of praise and explanations, which supports children's understanding of the expectations. Resources are arranged at children's height and are freely available so children can be independent and play where they are interested.

Children settle quickly, the pre-school has effective settling-in procedures. Children are invited to attend taster sessions and parents are invited to stay and play if they wish. This enables both parent and child to become familiar with staff and their surroundings, as a result, children soon settle and enjoy attending the pre-school. During this time staff gather a good range of information from parents about the children so they can get to know the child well. The move to school is well supported through a good partnership with the local schools. Teachers are invited to visit the pre-school so they can see the children in their own environment and can discuss their individual needs with the child's key

person. This results in children settling quickly into their new school and parents feeling supported. Therefore, children are emotionally well prepared for the next stage in their learning.

Children have the choice to play indoors and outdoors throughout each session, which gives them regular access to fresh air. The pre-school have developed a lunch club one day a week, which focuses on giving children the key skills required for school. Children have a choice of fresh fruit each snack time, which promotes a healthy lifestyle. Children have continuous access to an indoor climbing frame, which provides them with exercise as they climb to the top and slide down the slide. This allows children to develop their physical skills and take appropriate risks. Staff support children's understanding of risk. For example, when children swing ropes around, staff ask them to consider how close the other children are, as a result, they move into a bigger space. Staff ensure children are well supervised and monitor how many children are indoors and outdoors so they can deploy themselves effectively. This contributes to the safety of children.

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

Staff have a good understanding of child protection and the procedures to follow if they have a concern about a child in their care. This means they can respond swiftly if a concern arises. The manager holds regular meetings with staff to discuss safeguarding procedures. This includes information about whistleblowing. The pre-school has displayed a range of information for staff to view when they wish, which supports them in continuing to stay up to date. Good recruitment and vetting procedures are in place to ensure all staff are suitable to work with children. In addition, there is an induction procedure in place to ensure staff are fully aware of their roles and responsibilities in keeping children safe. The manager checks staff's ongoing suitability through regular supervision meetings. Staff implement risk assessments and this contributes to children's safety. For example, risk assessments concerning the outdoor lift are displayed on the wall and have been shared with all staff.

Leadership and management is very good under the new manager. As a result, the staff team work effectively together to ensure that children receive a good-quality early years experience. The manager takes overall responsibility for overseeing the educational programme and ensuring its effective implementation. Furthermore, she oversees and regularly checks children's learning journey records to ensure that they are up-to-date and that observations and tracking accurately reflect children's learning and progress. The manager and staff have identified areas where children may be underachieving and have clear plans in place to support children in these areas. This allows all children to make good progress. The manager undertakes regular appraisals and supervisions with the staff and training has a direct impact on the experiences offered to children. For example, after recent training staff developed more focused activities in small groups. The manager and staff team have worked very hard since the last inspection to improve practice and the action and recommendations have been successfully addressed, well as implementing many other improvements. This demonstrates a clear commitment to ongoing improvement.

Parents viewpoints are sought and staff create displays so parents know how the pre-school is responding. This supports the parents in becoming actively involved with the pre-school and knowing that their views are valued. Successful systems for effective working with most other providers of the Early Years Foundation Stage and external professionals are in place to provide continuity and consistency for children's care and learning. However, these good systems have not been established with every setting every child attends, therefore, there is scope to strengthen this aspect of their work. Children with special educational needs and/or disabilities are well supported, the pre-school links with professionals to ensure the individual needs of children are well 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>	EY452935
<b>Local authority</b>	Oldham
<b>Inspection number</b>	965601
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Gravel Hole Methodist Church Committee
<b>Date of previous inspection</b>	21/03/2013
<b>Telephone number</b>	07884 165351

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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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