

Mollington Pre-School

Old School Building, Grove Road, MOLLINGTON, Cheshire, CH1 6LG

Inspection date

07/10/2014

Previous inspection date

25/02/2014

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 leadership and management of the setting pre-school is good, children are safeguarded well and a culture of continuous improvement is fostered. Management has a good understanding of the strengths and weaknesses of the setting pre-school and involve practitioners, children and parents in the pre-school's self-evaluation process.
- The quality of teaching is good because practitioners provide a range of stimulating and challenging activities that effectively support children to make good progress in all areas of their learning and development.
- Practitioners have warm interactions with children in this friendly pre-school. They sensitively help children to settle easily, form strong bonds with their key persons and develop their confidence and independence.
- Positive relationships with parents and carers are developed through effective induction arrangements and frequent communication. This means information is continually gathered and exchanged, which benefits each child's ongoing care, learning and development.

It is not yet outstanding because

- The partnerships with other early years providers who care for the children are not fully embedded to further enhance the shared understanding of children's interests and abilities.

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 talked to children and practitioners and held discussions with the manager during the inspection.
- The inspector undertook a joint observation with the manager of the pre-school.
- The inspector looked at children's assessment records and at their learning journals.
- The inspector reviewed the planning documentation, evidence of practitioners' suitability, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ron Goldsmith

Full report

Information about the setting

Mollington Pre-School is managed by a voluntary management committee and was registered in its current premises in 2002. It is registered on the Early Years Register. It operates from a large room in the 'Old School building', situated within the rural village of Mollington, Chester and is adjacent to St Oswald's County Primary school. All children share access to an enclosed outdoor play area. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications, one at level 3 and one who is an Early Years Teacher. The pre-school is open each week day from 9.15am to 12.15pm during term time. A lunch club operates on Monday and Wednesday where children choose to stay until 1pm to eat their packed lunch. Children attend for a variety of sessions. There are currently 16 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.

What the setting needs to do to improve further

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

- enhance the arrangements to share information about children's development with other early years providers to further promote continuity of care and learning.

Inspection judgements

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

Children show increasingly high levels of independence, curiosity, imagination and concentration. The educational programmes reflect varied and imaginative experiences that meet the needs of all children well. Practitioners have a good understanding of the Early Years Foundation Stage, which helps them to plan effectively around children's individual interests and abilities. Consequently, teaching is effective in challenging children, so that they make good progress towards the early learning goals. Each child's progress is observed and assessed by practitioners against each area of learning. This successfully helps them to identify if there are any gaps or delay in their development. Practitioners work very closely with outside professionals, such as, speech and language therapists, to enhance and support children's learning. Children's progress is carefully monitored through a clear tracking system, which shows all children make good progress within the seven areas of learning. Practitioners fully understand the characteristics of effective learning and create a stimulating environment for children, providing exciting materials for them to play with. The pre-school have established a good working relationship with the reception class teacher of the local school in order to effectively promote children's learning and development. However, partnerships with other early years providers who work with the children are not as fully developed.

Practitioners plan first-hand experiences and challenges that enhance children's learning and development. For example, all children engage in stimulating creative activities, using a vast range of tactile materials. Children explore the outdoor area with enthusiasm, building sandcastles and knocking them down again, balancing on tyres or riding on sit on toys and cycles. They correctly recognise numerals before chalking the number 10 on to the play house doors. Practitioners demonstrate skill by knowing when to interact with children to extend their play and learning; and when to allow children to play and explore without direct adult involvement. As a result, children develop strong exploratory impulses, which feed their curiosity and desire to find out things. Therefore, children are highly engaged in their play and become independent learners. Children's speech and language skills are developing extremely well. In imaginative play, they go on a monster hunt to find the sleeping monster. Practitioners skilfully support this activity by making sure children are equipped with maps and closely support children's interest with open questions and imaginative prompts. Children thrive as they enter the monsters den and tickle him awake, running away swiftly and laughing at what they have done. Practitioners encourage children to talk about what they are doing and reinforce vocabulary through being clear about what they are doing and repeating the words they use. Children weigh, count and compare items. They measure volumes of dough into different containers and gain an awareness of shape, size and numbers.

The practitioners recognise and value the role of parents, which results in a very positive partnership with them. They work closely together to exchange information about their children. For example, all parents receive daily verbal feedback, newsletters and an opportunity to attend a parents' evening. The pre-school send text messages to update parents about what children are learning in a particular period. Summary progress reports and a shared interest book develop written communication between the parents and the pre-school. Parents are encouraged to view their children's learning journal with a consistent key person and to inform the pre-school of what they feel their children can already do when they start at the pre-school. This contributes to an initial assessment and supports children's ability to quickly settle into the pre-school from home. Parents' evenings are a success, enabling them to contribute to their children's progress. Conversations with parents confirm they are very happy with the level of communication and they feel involved in their children's learning. Overall, children are gaining the key skills needed to support their future learning

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

The key-person system is effective and sensitive to the needs of all children. As a result, secure attachments are formed, which promote a good level of well-being. Children demonstrate high levels of confidence and self-esteem. They move freely around the pre-school, cooperate with peers and are keen to share their activities with practitioners. They enthusiastically help to tidy away, which shows they are displaying a good awareness of responsibility within the nursery.

Children's behaviour is very good and their sense of belonging is demonstrated by their increasing familiarity with routines. The strong partnership with parents helps to enhance good emotional development for all children and contributes to continuity of care. Parents

particularly like the support given to children who need extra encouragement or support in their learning. As a result of positive partnerships, they develop secure attachments with practitioners. Practitioners encourage children to explore their environment individually, under discreet supervision. In this way their early investigative skills and curiosity are promoted.

Children begin to develop good self-help skills, such as, washing their hands after messy play and before eating snack. They have healthy choices at mealtimes, as they enjoy fresh fruit and breadsticks with milk or water. They energetically join in with physical exercise, such as, when playing outside. This provides children with firm foundations for developing a healthy lifestyle. The well-resourced environment and knowledgeable practitioners supports children's development well and promotes their growing independence skills. This is especially important as children become older and prepare to move into school. The pre-school is supporting children's progression well because they provide a stimulating learning environment to cater for their all-round development and emotional well-being.

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

Practitioners have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All practitioners have attended recent training to update their knowledge. They know how to promptly refer any concerns about a child's well-being. Consequently, children are safe and secure in the pre-school. Practitioners undertake comprehensive risk assessments indoors and outdoors and for all outings. Robust recruitment procedures ensure that all practitioners are suitable to work with children. There are effective systems for recording accidents and dietary requirements and practitioners are clear about these procedures. When children have special dietary requirements practitioners make sure they understand what they are and provide suitable drinks and snacks for children.

Policies and procedures are thorough and shared with parents. Practitioners are effectively deployed to ensure that children are supervised at all times and that children's development is fostered well. Practitioners demonstrate a secure understanding of how children learn and develop. They use their professional skills and expertise very well, to plan and monitor a varied programme of activities that cover the seven areas of learning in depth. They carefully observe children as they play and use this information effectively, to guide and support children's continuous progress. This ensures that children quickly develop their confidence and means that all children are making good progress towards their next stage of learning. Strong partnerships with parents contribute to a coordinated approach to children's care and learning. Practitioners exchange relevant information on a daily basis, so that parents know about the care offered. Educational programmes are planned to ensure that children have opportunities to make good progress towards the early learning goals. Effective observation and assessment ensures that the need for any extra support is identified quickly. All children's individual needs are valued. Children are developing confidence in their interactions with other children and adults, which prepares them for moving on. The pre-school effectively shares information with other providers on a regular basis. This enables all people involved with the child to note their interests,

needs and development and effectively promotes continuity of care and learning.

The pre-school is highly committed to continuous professional development and practitioners attend regular and varied training courses, to enhance and update their knowledge and skills. The pre-school have improved their practice since the previous inspection by establishing a programme of supervision which ensures training needs are identified. The quality of teaching is monitored and under performance is tackled effectively. As a result, practitioners feel supported and their professional development is effectively considered. This clearly has a positive impact on the care, learning and support for children. The pre-school also fully understand the requirement to make sure that all committee members are known to Ofsted in order to complete relevant checks. Managers have identified a number of priorities for the pre-school through a reflective approach to self-evaluation. This helps to identify strengths and areas for improvement. For example, they have recognised that they can enhance professional development arrangements through peer assessment, including observation and meaningful discussion about practice. Consequently, staff offer good learning and development opportunities for all children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY255969
Local authority	Cheshire West and Chester
Inspection number	962753
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	16
Name of provider	Mollington Pre-School Committee
Date of previous inspection	25/02/2014
Telephone number	01244 853812

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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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