

# Beeches Pre-School

Edge Village Hall, Edge Green, Malpas, Cheshire, SY14 8LG

<b>Inspection date</b>	22/10/2014
Previous inspection date	03/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- 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.
- Teaching is good and children are progressing well because they are provided with exciting and challenging activities, which cover all areas of learning.
- The safeguarding of children is good because practitioners know the procedures to follow and a policy is in place, which underpins practice and is reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access to the setting.

### It is not yet outstanding because

- There is scope to enhance good teaching practice by developing peer observation systems, to help practitioners identify additional ways of extending children's learning.
- When children first start at the pre-school, practitioners are not always fully aware of what children can already do because there are some inconsistencies in the gathering of information from which progress can be more accurately monitored.

## 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

Beeches Pre-School is managed by a voluntary management committee and was registered in 1983. 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 Edge, near Malpas. All children have access to an enclosed outdoor play area. The pre-school employs four members of childcare staff. Of these, four hold appropriate early years qualifications, two at level 3, one who has an early years degree and one who has Qualified Teacher Status. The pre-school is open each week day during term time. On Monday it is open from 8.30am to 1pm and Tuesday to Friday from 8.30am until 3pm. Children attend for a variety of sessions. There are currently 21 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 children with special educational needs and/or disabilities. The setting receives support from the local authority early years advisory team 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:

- extend practitioners' professional development, for example, by using peer observations to help support them even further in identifying ways of enhancing children's learning
  
- build on the consistency of information gathered about the children on entry, to ensure that each child's progress is accurately monitored from the outset.

## Inspection judgements

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

Children increasingly demonstrate high levels of imagination, independence, curiosity and concentration. The educational programmes provided by the pre-school reflect varied and imaginative experiences that meet the needs of all children well. The good understanding of the Early Years Foundation Stage which practitioners have helps them to plan effectively around children's individual interests and abilities. As a result, teaching is effective in challenging children, in order for them to make good progress towards the early learning goals. The observations and assessment made by practitioners 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.

Practitioners plan first-hand experiences that enhance children's learning. For example, all children engage in stimulating creative activities, using a vast range of tactile materials. Children explore the outdoor area with enthusiasm, recreating road games using traffic cones and riding small tractors and diggers. They build structures and roads using blocks and make pies with the mud and water. They recognise numbers by holding up the number of fingers that represent the minutes it will take to bake the pie. Practitioners demonstrate skill by knowing when to interact with children to extend their learning and when to allow children to explore without direct adult involvement. Consequently, children develop strong exploratory impulses, which feed their curiosity and desire to find out things. As a result, 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 say they are wearing the builder's hat to make sure they are safe when they work. Practitioners skilfully support this activity by making sure children are equipped with drills, measuring tapes and mobile phones. Children thrive as they recreate in safe play the world around them. When children attend the dance and movement class they laugh and giggle and thoroughly enjoy moving their bodies to music. They pretend to be penguins and make shapes and movements which require concentration and coordination. Practitioners encourage children to talk about what they are doing and reinforce vocabulary by repeating the words they use. Children learn about numbers from an early age through songs and rhymes and through counting in everyday situations. When children play in the sand they weigh, count and compare items. They measure volumes of sand into different containers and gain an awareness of shape, size and numbers.

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 emails to update parents about what children are learning in a particular period. Communication between parents and the pre-school is effective and supports children's learning. 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 first start. This contributes to an initial assessment and supports children's ability to quickly settle into the pre-school from home. However, there is scope to add precision to this, so that information gained from parents is used more effectively to challenge children and help raise their attainment to the highest level. 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**

Children form good relationships with each other and with practitioners, who support their emotional and physical well-being and help them to feel secure. Children benefit from

consistent carers. All practitioners know the children well and spend time getting to know children when they start, understanding what interests them and motivates their learning. The key-person system also supports the sharing of information between parents and staff to make sure that children's individual and specific needs are met. For example, children who need extra support are quickly identified and practitioners are clear about the procedures to follow to ensure their needs are met. Practitioners have a calm and consistent approach. They give support and guidance that encourages children to behave well and children respond positively to this. They remind children to be kind to each other and the good settling-in procedure fosters positive behaviour further. As a result, children quickly become familiar with the routines and expectations of the setting. They play well together and show care and concern for their friends. Children show good levels of independence. For example, they help to tidy away, or dress themselves up warmly to play outdoors. Children put on aprons to protect their clothes when playing with water or making mud pies.

The setting is welcoming and well organised. Children choose from a wide range of age-appropriate resources and play materials both inside and outdoors. Practitioners are vigilant in promoting children's safety. They check the premises for hazards on a daily basis and supervise children closely at all times. For example, they remind children about the importance of handling equipment correctly and why toys and equipment should be shared. The children are involved in safely managed risk taking, which helps them to learn about managing their own safety. For example, outdoors they enjoy climbing.

Children's good health is promoted well. Children of all ages take part in regular fire drills so that everyone knows what to do in an emergency. Young children learn to manage their own personal needs when they wash their hands before they eat or after messy play. Children enjoy snacks that are generally healthy and nutritious and take into account their dietary needs, helping themselves to fresh fruit, breadsticks and milk or water. Children thoroughly enjoy the freedom to play outside, where they have access to a variety of resources to develop their skills and continue their learning. They have fun practising their physical skills as they run vigorously, maintaining a healthy lifestyle through fresh air and exercise and running with energy and enjoyment.

### **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.

Thorough policies and procedures are 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 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 demonstrate a secure understanding of how children learn. 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, such as the local school, on a regular basis. A particularly strong partnership arrangement with the school prepares children well for the next stage in their learning. 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. A programme of supervision has been established, 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. However, there is scope to enhance the good teaching practice through developing peer observation systems, in order to help practitioners identify additional ways of extending children's learning. 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 had external monitoring of the suitability of the environment for young children's learning and have responded positively to the suggestions and recommendations that were made.

## 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

<b>Unique reference number</b>	304973
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	867557
<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>	20
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Beeches Pre-School Committee
<b>Date of previous inspection</b>	03/12/2009
<b>Telephone number</b>	01948 820 775

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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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