

Eaves Green Pre-School Childcare Centre

Eaves Green Community Centre, Lower Burgh Way, Eaves Green, Chorley, PR7 3QG

Inspection date	23/10/2014
Previous inspection date	22/04/2010

The quality and standards of the early years provision	This inspection:	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

- Staff provide a stimulating range of activities, resources and equipment in both the indoor and outdoor environment that match children's interests and extend their learning.
- The effective key-person system helps children to form strong attachments to individual staff members, which in turn helps them to feel safe and secure in their care.
- The staff work closely with parents to support children's ongoing development.
- Staff have a secure understanding of safeguarding, which means children are kept safe from harm.

It is not yet outstanding because

- Staff do not always maximise opportunities for children to further develop their critical thinking skills.

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 inside and in the outdoor learning environment.
- The inspector conducted a joint observation with both managers.
- The inspector held meetings with both managers.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and other relevant documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Karen Cox

Full report

Information about the setting

Eaves Green Pre-School Childcare Centre was registered in 1994 and is on the Early Years Register. It is situated in Eaves Green, Chorley. It is based in a community centre and children have access to a fully enclosed garden. The setting operates Monday to Friday during term time only, from 9am to 12.30pm. Afternoon sessions are held on a Wednesday and Thursday, from 12noon to 3pm. Wraparound care is offered, with a breakfast club between 9am to 9.30am. There are currently 44 children on roll who are in the early years age range. The setting receives funding for the provision of early education for two-, three- and four-year-olds. It employs eight members of staff. Of these, one holds an appropriate childcare qualification at level 2 and five hold level 3.

What the setting needs to do to improve further

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

- enhance opportunities to support children's ability to think creatively and critically by providing even more opportunities for them to reach their own conclusions and solve problems

Inspection judgements

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

Children are happy, enthusiastic learners who enjoy attending this welcoming setting. They are supported in making good progress as the staff have a secure understanding of the Early Years Foundation Stage and how to engage and motivate children through play. A good balance of adult-led and child-initiated activities effectively support and promote children's learning. As a result, children make good progress and are developing the necessary skills in readiness for school. Staff know the children they care for well and plan for and monitor each child's learning accurately. Observations of children's interests and progress are used to plan challenging, personalised learning experiences for children. The next steps in children's learning are clearly highlighted, and as a result, children enjoy stimulating and imaginative activities which engage and motivate them. Each child has a learning journal, which contains photographs, observations and examples of children's work. Parents regularly review these and are invited to contribute to them by sharing details of what their child enjoys and achieves at home. Consequently, parents are successfully informed about their child's learning. Staff have a secure understanding of the progress check for children between the ages of two and three years and of the importance of working with other professionals in order to fully support children's progress.

The quality of teaching is good. Staff are very enthusiastic practitioners and have high expectations of the children. Children's communication skills are actively encouraged.

Children become confident speakers because of the input that staff have with them as they develop their communication skills. For example, children are fascinated with a centipede that they have found in the garden. Staff skilfully describe the insect, which strengthens children's learning as they are introduced to new vocabulary. Staff talk with children about what they are doing and consistently ask open-ended questions to help them make links in their learning and to encourage thinking. However, opportunities for children to reach their own conclusions and solve problems are not always taken full advantage of, because staff are sometimes too quick to solve problems for them, rather than allowing them time to test out their own theories and ideas. Children's enjoyment of singing and nursery rhymes is evident as they frequently repeat their favourite songs, enthusiastically joining in with familiar actions. Staff give good attention to promoting children's listening skills through interesting activities. For example, children play a sound game as they take it in turns to listen to sounds in their environment, matching the recognised sounds to colourful picture cards. As a result, children are developing their concentration and an understanding of sharing and turn taking, which prepares them well for the next stage in their learning and eventual move to school.

Staff develop children's mathematical skills well through daily routines and play. For example, children are encouraged to count the cups in the home corner and calculate how many green cups there are altogether. When the children are hunting for spiders in the garden, they recall how many legs a spider has and whether they are long or short, big or small. During snack time, children are encouraged to count together how many children are here today for snack. This teaches children about counting in the correct order. All areas in the setting are rich in print, with words, signs, shapes and numerals to allow children to see meaningful print and make connections in their learning. Older children frequently participate in group activities where they are encouraged to recognise their name in print. This supports children's understanding of letters and promotes early reading skills. Children have good opportunities to practise their early writing skills. There is a range of age-appropriate tools for children to draw with, such as chalk and pencils. As a result, children learn to hold a pencil correctly from a young age. Children's early literacy development is further supported through the good selection of books they use with confidence and interest.

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

Children's emotional well-being is effectively promoted throughout the setting. A well-established key-person system ensures all children benefit from secure attachments. The caring and supportive environment helps children to feel safe and secure, which provides a strong foundation for their well-being and independence. Children and their families are warmly welcomed into the calm, nurturing environment. As a result, relationships between staff and families are very good. The key-person system is embedded in the setting. Relationships with children are sensitive and fully supportive, and staff's rapport with young children is a particular strength. Staff show great interest in what children are doing, and notice and praise their achievements. This encouragement motivates children to persevere. Children are happy and settled and show a good level of self-confidence and motivation. Staff provide good support to prepare children for their move into school. They liaise with parents, pass on children's progress records to their schools and welcome visits

from the teachers. As a result, all children have a secure foundation for their future learning and development, which ensures they are well prepared for school.

Staff help children develop their personal, social and emotional development through good role modelling. They encourage children to be nice to each other and remind them about the importance of sharing and taking turns. Children's behaviour is managed well by staff. They have high expectations of the children, both in the way they behave and how they apply themselves. Children respond well to the warm and supportive guidance of staff. As a result, the focus is on a positive atmosphere of mutual respect and trust. Children see examples of their work on the walls and this gives them a strong sense of belonging. They demonstrate increasing levels of confidence and self-esteem. Children learn to use the toilet independently and they know they need to wash their hands after using the bathroom and before snack time in order to prevent the spread of infection. Children are beginning to learn to keep themselves safe as they regularly participate in fire drills and help to tidy away toys from the floor.

Staff support children's understanding of the importance of healthy lifestyles through a range of care practices. For example, children are given plenty of opportunity to be physical and they are encouraged to eat healthy snacks and to wash their hands frequently. Children are developing self-care skills as they begin to manage their own personal needs by putting coats on.

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

All staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding policies and procedures are robust and include information about the use of mobile telephones and cameras to protect children from their misuse. All staff attend regular safeguarding training and know how to identify and report any possible signs of neglect or abuse. Effective recruitment and vetting procedures help to check that all staff are suitable to work with young children. Staff are appropriately deployed to ensure adult-to-child ratios are maintained and they ensure children are closely supervised at all times. As a result, children are kept safe. Staff conduct a daily check of the premises, which enables them to identify any potential risks and manage them effectively.

Staff have a good understanding about their responsibilities in meeting the learning and development requirements. They complete detailed observations and assessments and are able to track children effectively, so their progress is monitored clearly. The managers monitor the effectiveness of the educational programmes and methods of assessment used, to ensure that any gaps in learning are quickly identified and addressed. This results in children making good progress in all areas of learning and development. Ongoing professional development is encouraged to ensure that the setting has an experienced and qualified team. The managers monitor performance by observing staff when they work with children and through regular supervision meetings. The effective evaluation of practice and procedures includes the views of parents, children and staff. This ensures consistency of practice and benefits children's ongoing progress. The managers and staff

are committed to improving the quality of the provision and responded quickly and effectively to the recommendations raised at the last inspection. Team meetings are held regularly for staff to share good practice and new ideas, which benefits all children at the setting. The drive for improvement is ongoing and is identified in clear improvement plans that promote children's ongoing achievement over time.

Partnerships with parents are effective and the managers and staff have a positive, friendly and professional relationship with them. They are committed to sharing information with parents and to keeping them informed about how their child is developing at the setting. All parents spoken to on the day of the inspection were happy with the care and education their children receive and highly recommend the setting to others. They report that 'staff really care' and say that they are delighted with the progress their children have made. The setting communicates well with other professionals, in particular speech and language therapists and educational psychologists. As a result, children's development is well promoted and they continually make good progress.

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	309573
Local authority	Lancashire
Inspection number	871865
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	44
Name of provider	Deborah Swarbrick and Jacqueline Solkin Partnership
Date of previous inspection	22/04/2010
Telephone number	01257 241 440

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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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