

# Wolverham and Stanney Pre-School

The Oaks Primary School, Rochester Drive, ELLESMERE PORT, CH65 9EX

<b>Inspection date</b>	06/11/2014
Previous inspection date	08/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	<b>2</b>
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The management and staff have an exceptional knowledge of how children learn and provide a rich, varied and imaginative educational programme, with rigorous assessment and planning for individual children. As a result, children make very rapid progress in their learning and development in relation to their starting points.
- Children's behaviour is exemplary. They are eager to learn and concentrate fully on any tasks they are engaged in. Children are consistently polite and friendly towards each other, and work and play well together.
- Children and their families are highly valued and excellent partnerships with parents and other professionals contribute significantly to the staff's knowledge of children's individual needs.
- The management and staff exhibit an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The thorough implementation of robust policies and meticulous procedures successfully promotes children's safety and well-being.
- Management and staff extensively reflect on their practice and, through a comprehensive and robust self-evaluation process, they lead the determination to continuously improve quality for all who use the pre-school.

## 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 checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation folder and improvement plan.
- The inspector observed play and learning activities in the playroom and spoke to staff and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the children's key persons.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with the owner and manager of the pre-school and had a discussion regarding policies and procedures.
- The inspector conducted a joint observation with the two-year co-ordinator.

## Inspector

Janet Weston

## Full report

### Information about the setting

Wolverham and Stanney Pre-School registered in 2010 on the Early Years Register. It is privately owned and operates from a self-contained unit within The Oaks Primary School on the outskirts of Ellesmere Port, Cheshire. The pre-school opens Monday to Friday from 8.30am until 3pm, term time only. Children attend for a variety of sessions. There are currently 49 children on roll who are in the early years age range. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 to 6. The pre-school receives support from the local authority and has established links with local schools.

### What the setting needs to do to improve further

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

- extend connections between hygiene practices, such as hand washing, and the reasons why they are important, to extend children's understanding of how to keep themselves healthy.

## Inspection judgements

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

Children thrive and are highly independent, self-motivated learners as they participate in challenging activities, designed to capture their imagination and interests in this high quality pre-school. As a result, they consistently demonstrate the characteristics of effective learning. For example, children develop their curiosity while den building or sailing the pretend pirate ship to faraway shores, as staff spray water while the waves lash against the side of the ship. Children delight in the feel of the water landing on them as it brings the adventure to life. Furthermore, they display perseverance when trying to master the outdoor equipment. The environment, both indoors and outdoors, is extremely well resourced and organised, and staff ensure all seven areas of learning are well covered. This supports children's sense of inquisitiveness and their natural desire to explore and investigate. The teaching is consistently of high quality and is extremely effective, as staff constantly attain high standards across every aspect of their work. Staff are skilful in asking children open-ended questions, which encourages children to solve problems and overcome challenges. They provide a running commentary as children play and help children to expand on what they say, by introducing new words and more complex sentences. Children develop their listening and attention skills as they sit on the carpet for registration, and engage exceptionally well in a very effective interactive singing session. Staff provide excellent props to encourage children to participate, such as animals in a bag. As a result, children are becoming extremely confident communicators. Staff support children exceptionally well, and use an excellent balance of adult-planned and child-initiated activities. As a result, children have freedom of choice and structured

learning to extend their thinking, interest and knowledge. Indoors, the extensive range of resources for children to self-select are stored in clearly labelled boxes. This promotes children's developing literacy skills extremely well. Furthermore, there is a cosy book area where children enjoy sitting together on the soft sofa to read books. Children freely engage in many independently selected activities, which sustain their interest for long periods of time. As a result, children make excellent progress in their learning and development.

The two-year coordinator has established highly successful ways to observe children, and uses these to ascertain their starting points and identify their learning and development. Key persons plan children's next steps in learning very effectively by using this information. A robust system is in place for tracking and analysing children's learning and progress. As a result, children who are at risk of falling below their expected levels of development are identified quickly. This ensures they receive targeted support and appropriate intervention, if necessary. Children's observations in their learning journals are supplemented with various annotated photographs showing children engaged in a wealth of interesting activities. This provides a delightful reference to share with parents and ensures they are fully involved in their children's learning. Staff's excellent understanding of children's next steps in learning, means they are constantly thinking about how their teaching can move children's learning on. Staff keep parents very well informed of their children's progress. They have regular reviews with parents to discuss children's development and to review learning journals. Staff carry out progress checks for children aged between two and three years, and provide detailed written summaries to parents. In addition, staff speak with parents when they arrive at the pre-school or during the bus collection and drop-off process. This supports effective communication related to children's care and learning. Parents comment 'staff are excellent' and 'always have time to chat'. Children learn about the move to school through discussions, activities and visits to the pre-school from school staff. These systems devised by the pre-school ensure that reception class teachers are fully informed of children's stage of development. Teachers also find out about children's likes, dislikes and interests from comments made by key persons. Staff have a very close relationship with schools. This ensures that children experience consistency of care and education to maximum effect. The highly successful strategies in shared learning ensure children are extremely well prepared for the next steps in their learning and eventually, school.

The outdoor areas have been renovated and re-designed since the last inspection. They provide individual groups of children with their own outdoor space to enable all children to explore and enjoy outdoor activities. Each area is well resourced with age-appropriate toys which fully meet the needs of individual groups of children. Children's physical development is very well provided for in each area. For example, younger children access an area with a wealth of ride-on toys, and the pre-school area has interesting climbing equipment and a large blackboard for making marks. Children develop an excellent range of physical skills as they negotiate space carefully. They move in different ways, such as running, and negotiate their way through a path of cones. The provision of all-weather suits means that children benefit hugely from first-hand experiences of the weather and seasons. As a result, children make excellent progress in their physical development.

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

Children are extremely happy and content to be in this stimulating and welcoming pre-school. This is evident from their friendly interactions with each other and the staff. Children are confident and animated when talking to visitors, and intensely curious about their environment. The key-person system is exceptional and ensures that staff know children extremely well. Each child is assigned a key person and this is shown on a colourful wall display. Staff are excellent role models, which leads to children developing extremely strong, secure relationships with them. Staff are highly sensitive to the needs of individual children. They listen to what children have to say and respond considerately. Staff remind children to use good manners, such as 'please' and 'thank you', during snack, and to be kind and considerate to each other, for instance, while playing games and waiting their turn. Children play very well together and share toys and resources. Staff praise children's efforts and ensure they are given clear boundaries. Consequently, all children's behaviour is exemplary and they have excellent manners.

Children are fully supported in the move from home to pre-school. They are encouraged to attend for settling-in sessions with parents, so children become familiar with the environment, children and staff. Children settle exceptionally well because staff find out, through the detailed registration process, children's interests, care routines and preferences. Staff use this information to provide tailor-made experiences which allow each child to flourish in the pre-school. Parents report that their children 'love coming to pre-school' and they 'settle really well'. Parents report staff are exceptionally warm and sensitive to helping children feel safe. Children readily approach staff for cuddles and are very secure in their care. Staff are experts at promoting children's self-esteem, through positive behaviour management, high praise and encouragement for kindness, sharing and supporting each other.

Staff consistently supervise children as they use the bathroom and encourage them to be independent, while at the same time stay close by to help and support them if needed. Staff explain to children the need to wash their hands before snack and after toileting. However, on occasions staff are less clear with children about why they wash their hands, which means that children's understanding of how to keep themselves healthy is not fully extended. Staff provide high levels of personal care for children in nappies. They change nappies in a private, comfortable area to ensure children are at ease. Excellent hygienic practices protect them from cross-infection. Children are extremely independent; they serve themselves by selecting from a choice of fresh fruit or yoghurt snacks, while older children pour their own drinks. Robust procedures are in place to ensure that children are provided with snacks containing appropriate ingredients that meet their individual requirements. Access to drinking water is also always available. Children develop an excellent range of physical skills and benefit from daily fresh air. They access the outdoors in all weathers, except for very severe conditions. Staff are flexibly and appropriately deployed, to respond to the flow of movement of children between indoors and outdoors. Children's safety and independence are extremely effectively supported as children can take measured risks safely including using real tools, such as hammers, nails and wood, while supervised by staff. In addition, children independently access quiet, cosy areas

where they can rest and relax and play quietly. As a result, children's all-round physical and emotional well-being is exceptionally well promoted.

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

All staff have a thorough knowledge and understanding of the policies and procedures that underpin the exceptional practice in the pre-school. Management and staff have an excellent understanding of their responsibility to ensure the safeguarding and welfare requirements of the Early Years Foundation Stage are met. All staff have an excellent understanding of how to protect children from harm. This is supported by ongoing training and robust policies and procedures, which are regularly updated. Designated safeguarding officers ensure that all staff, whatever their role, are trained regarding their responsibility for safeguarding and promoting children's welfare. Management ensure that all new staff go through robust recruitment procedures, and that ongoing suitability processes are in place to continually review the suitability of staff. A thorough induction process for new employees ensures staff are fully aware of the pre-school's policies from the beginning. Staff turnover is very low; this reflects the contentment of the staff and the high value placed upon them by management. Rigorous risk assessments for all areas of the premises, activities and outings, daily checks and consistent maintenance of the environment and equipment ensure that children can play and learn in safety. Accidents are recorded in detail and describe the first-aid treatment administered. Parents are contacted by telephone to inform them of accidents. The use of closed-circuit television cameras enables staff to check the identity of visitors who arrive at the front gate. This means that children are protected from unwanted visitors. Visitor identification is obtained and details recorded in the visitors' book.

The management team has implemented an outstanding system of self-evaluation. It includes observing how children engage with resources and listening carefully to the views of parents. The active involvement of parents is encouraged through the use of questionnaires to elicit their views and preferences, such as their request to place childhood illness notices on the parent noticeboard. Management continually reflect on the provision and can therefore recognise the strengths and areas for improvement, such as adding an all-weather canopy in the outdoor area. The management team regularly monitor children's assessments and planning to ensure that children's next steps in learning are being continually met. This means that children's learning and development are given high priority to ensure that children consistently achieve and maintain high levels of achievement. Staff are qualified and experienced and this reflects in their interactions with children and the teaching methods they adopt. The recommendations from the previous inspection have been effectively actioned. In particular, children's learning journey files for all ages are precise and sharply focused to ensure children make outstanding progress in their learning and development. Tracking of every child's progress by staff, and the two-year coordinator, enable management to identify individual children or areas of learning which may require additional support. This demonstrates the management's excellent understanding and commitment to providing a quality provision to meet the needs of all children. Peer observations are consistently undertaken to help staff to share their knowledge and expertise and learn from each other, which ultimately

enhances the quality of teaching and learning. The pre-school promotes a strong culture of mentoring and coaching to enable staff to continue to develop their knowledge. Consequently, staff have a comprehensive understanding of the requirements to effectively monitor all children's skills and abilities and to ensure they continue to make excellent progress.

Highly effective partnerships with parents, other early years providers and local schools ensure that children's needs are quickly identified and exceptionally well met. Children who require the involvement of external professionals are supported by staff at the highest level because of their outstanding understanding of the importance of partnership working. Staff attend meetings and support and guide parents through the documentation. Parents are highly complementary about the pre-school and the care and education their children receive. They comment that they are well informed of children's progress and what they have been doing throughout the day, through daily verbal feedback and parents' days. Parents say that children are happy and safe in the pre-school because they are looked after by staff who are very supportive. They state that they are appreciative of the information they receive through newsletters and noticeboards.

## 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>	EY401193
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	850339
<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>	49
<b>Name of provider</b>	Gillian Houghton & Wendy Stockton Partnership
<b>Date of previous inspection</b>	08/06/2010
<b>Telephone number</b>	0151 338 2111

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

