

Mather Street Pre-School

Mather Street Primary School, Mather Street, Failsworth, MANCHESTER, M35 0DT

Inspection date	10/11/2014
Previous inspection date	17/06/2010

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

- Practitioners plan interesting and challenging activities and learning opportunities for the children. As a result, all children are making good progress given their starting points.
- Partnerships with parents are strong. As a result, parents are well supported and state that they are happy with the care and learning experiences that their children receive.
- There is an effective key-person system in place, which supports the children's emotional well-being. Children are confident and are developing their independence skills.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well. Practitioners regularly refresh their knowledge and understanding to ensure this is accurate and current.
- Practitioners are supported by a skilled and experienced management team. As a result, practice is monitored effectively and practitioners have access to training and support, which enhances their professional development.

It is not yet outstanding because

- Opportunities for practitioners to reflect on each other's practice and share their good knowledge and skills are not fully embedded.

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 in the indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation and assessment records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

Inspector

Suzanne Fenwick

Full report

Information about the setting

Mather Street Pre-School was registered in 2010 and is on the Early Years Register. It is situated in Mather Street Primary School in the Failsworth area of Oldham, and is managed by a private owner. The nursery serves the local area and is accessible to all children. It operates from two playrooms and there is an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including one with Qualified Teacher Status. The nursery opens Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. Children attend for a variety of sessions. There are currently 62 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and 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:

- provide practitioners with appropriate support to enable them to jointly reflect on practice by, for example, embedding systems for conducting peer observations.

Inspection judgements

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

The quality of teaching is good and practitioners demonstrate a secure understanding of how to support children's learning and development. For example, practitioners support a group of children in the mud area outdoors, through encouraging them to introduce different resources into their play, enabling them to explore and experiment. Children enjoy adding water to the mud, mixing and digging. Practitioners model language and sentences to encourage the children to develop their communication and language skills. Practitioners have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Therefore, they plan an environment where children are learning through exciting and interesting activities, which have been purposefully planned to meet the individual needs and interests of each child. For example, staff provide an adult-led activity for a group of children to support them to develop their small muscle control. The children enjoy the opportunity to play with clay and spend time making different models using their hands and a variety of tools. The setting is organised into well-resourced areas of provision. Practitioners provide the children with a wide range of opportunities, activities and experiences to promote their physical skills. Children have regular access to a well-resourced outdoor play area. They enjoy moving around in different ways, using different resources, such as crates and tyres to climb. Other children enjoy the opportunity to use their small muscle control through creating spider's webs using string and nets. As a result, children are enthusiastic and curious learners who are

progressing well towards the early learning goals and who are well prepared for their next stage in learning, such as school.

There is an effective key-person system in place. Practitioners have high expectations for all children based on observations and accurate initial assessments, which are made on entry. These are agreed with parents. Ongoing assessments, which are sharply focussed and cover all the areas of learning, are used effectively to get to know the children's interests and learning styles. As a result, practitioners plan next steps in learning, which are suitably challenging and meet the individual needs of each child. For example, younger children are provided with a variety of sensory items, including shells, cones and shaker bottles. The children enjoy the opportunity to explore and experiment with these different textures and materials. Practitioners support their learning through modelling play and commenting on what the children are doing, as well as using key words to describe how the materials feel or the noises they make. Older children enjoy the opportunity to share stories with practitioners, which are linked to their interests. Practitioners support the children through asking questions which encourage them to recall the key events of the story. As a result, children are becoming keen learners. This setting offers an inclusive environment where diversity is valued. As a result, children are learning to respect and value themselves and each other. Practitioners support children who speak English as an additional language by modelling vocabulary and sentences, as well as by using non-verbal communication, such as signs and gestures.

Practitioners are working effectively with the wider early years team in the primary school and local children's centres. They share relevant information so children are effectively supported across each provision. The key-person system supports parents to contribute to their child's learning and development records. For example, parents are encouraged by practitioners to record comments on the assessment records about their children's achievements away from the setting. The setting operates a home-learning system, where children and parents are encouraged to take home bags which contain stories and various other resources. As a result, parents are well supported to promote their children's learning at home. Parents are also provided with daily feedback, which provides them with information about their child's learning experiences. Parents are invited to parents' evening where practitioners discuss the children's learning and development in more detail. Parents also attend stay and play sessions where they are encouraged to partake in activities with their children. The special educational needs coordinator works closely with parents and other professionals to ensure children are receiving continuity in learning and their individual needs are well met, through the effective use of individual learning plans and provision tailored to their specific needs.

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

The key-person system ensures that children develop strong attachments and bonds with the practitioners and that their emotional well-being is consistently supported. Practitioners greet and welcome the children and their parents into the setting. This ensures that the children feel valued and cared for and that relationships with parents are good. Children spend quality time with their key person during various times throughout the session. This provides them with the opportunity to share experiences and

achievements and talk about what they would like to do next. The process to help children settle into the setting is highly effective. New parents and children are invited in for initial visits to meet the practitioners and take time to tour the setting. There is a gradual admission for new children, if required, to ensure that the move into the setting is smooth and that the child's individual needs are met. Parents are also invited to spend time with their children in the setting at the start of each session, engaging in activities to help their children to settle. As a result, children demonstrate that they feel safe and secure. Parents complete a registration form for their child upon entry, which provides the practitioners with detailed and meaningful information on the child's care routines, health requirements, allergies, special dietary needs and food preferences. Practitioners support children's move to the next room when the time comes, through encouraging them to develop their independence, such as supporting them to put on their own coats and shoes, as well as washing their hands independently after messy play and before mealtimes. Practitioners prepare older children for their move to school during everyday activities, such as during mealtimes. Children are encouraged to serve themselves and make choices as well as helping tidy away when they are finished.

Practitioners are deployed well. This means that they can support the children well within the different areas of provision. For example, when younger children arrive practitioners support the children and their parents, guiding them to activities that children are interested in, such as reading stories and discovering the small-world animals. Practitioners are in tune with the older children's interests and support their imaginative play in the small-world area, which has been enhanced with dinosaurs to meet the interests of the children. Practitioners provide children with plenty of opportunities to express themselves and share their ideas through play. As a result, children are settled and their behaviour throughout the setting is good. Practitioners are there to sensitively offer children gentle reminders about not running inside and to discuss the importance of sharing and taking turns. Consequently, the children are kind to each other and show care towards their peers. Children demonstrate a secure level of understanding of the behavioural expectations and show good self-control. Practitioners support children's understanding of their own feelings and emotions through offering reassurance and cuddles when they are upset. As a result, children show care and concern for their peers from a young age and play cooperatively together. Children learn to follow routines as, for example, they are encouraged to tidy away their toys after each play session.

Children have plenty of opportunities to manage their own risks while they play in the outdoor area, such as using the crates and tyres to climb on. Children learn to use a variety of tools, such as scissors. Practitioners support the children to use these independently through teaching them how to use them safely. They explain to the children how to use the tools and model this for them. Children are progressing well in this setting as they are encouraged to be independent and manage their own personal care needs where appropriate. For example, practitioners teach children to go independently to the toilet and to wash their own hands thoroughly without needing to be prompted. The setting provides children with healthy and nutritious snacks and provides parents with healthy lunchbox guidance. Practitioners ensure that all mealtimes are sociable occasions. They demonstrate the importance of healthy eating and use this time effectively to talk to the children about the different foods that they are eating. Therefore, children are

developing a good knowledge of healthy food choices. Children spend time outdoors regardless of the weather, so they frequently enjoy fresh air and good exercise.

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

Practitioners have a good knowledge and understanding of how to safeguard and protect children. They are aware of their responsibilities and know what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and are known and understood by all practitioners. Practitioners have all attended appropriate safeguarding training. As a result, they are able to identify potential indicators of abuse and are aware of how to report concerns. Risk assessments and daily checks are thorough; consequently, the setting is safe and secure. Accident recording and reporting procedures meet requirements, which helps keep children well protected. Qualified and experienced practitioners are effectively deployed throughout the setting. As a result, children are constantly well supervised to ensure they remain safe. There is a robust recruitment and selection process in place. This means that the management have recruited a strong team who are experienced and knowledgeable. Appropriate checks are carried out on all adults who work directly with the children to help ensure that they are suitable for their roles. There is a comprehensive induction procedure in place for new practitioners to ensure they are fully aware of their own and others' roles and responsibilities.

The manager has a good knowledge of the Early Years Foundation Stage and her responsibilities in meeting both the safeguarding and welfare requirements and the learning and development requirements. The manager sets high standards for the quality of the provision. The manager regularly reflects on the practice and provision and sets targets for improvement to ensure that the setting is continuously moving forward. She has implemented effective systems for monitoring the quality of teaching and learning across the setting. The manager takes responsibility for monitoring and reviewing the children's learning journeys. She ensures they are up to date and that observations and assessments of the children are accurate and reflect their age and stage of development. Practitioners' training needs are identified through a variety of methods, such as the manager's undertaking of observations of staff practice. As a result, practitioners are encouraged to access appropriate training courses to meet their individual needs and continuously develop their professional practice. However, systems for practitioners to reflect on their own practice and to share their good knowledge and skills with each other have not fully embedded. For example, the arrangements for peer observation have not been consistently implemented.

Practitioners have a good understanding that developing strong relationships with parents and other external agencies has a significant impact on the children's learning and development. Practitioners build and maintain strong partnerships with parents through taking time each day to discuss their child's learning experiences and achievements, as well as their care needs. The setting operates an open-door policy where parents are clearly invited and welcomed into the setting on a daily basis. Parents speak highly of this setting and the practitioners and express that they are very happy with the care and

learning that their children are receiving. The setting has developed strong partnership working arrangements with the local children's centre. As a result, staff support and meet the needs of children and their families. There are effective partnership working arrangements between the setting and the primary school, in preparation for children making the move between settings. These are well established and contribute to meeting the children's needs and preparing them for the next stage in learning.

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	EY402814
Local authority	Oldham
Inspection number	850466
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	62
Name of provider	Victoria Jane Burke
Date of previous inspection	17/06/2010
Telephone number	01616788625

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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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