

# Manley and Mouldsworth Pre-School Playgroup

Manley Village School Playfield, Mobile Units, School Lane, Manley, Cheshire, WA6 9DU

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 11/11/2014 |
| Previous inspection date | 27/03/2014 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 4 |
| 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

- Teaching is good because staff effectively observe and assess each child to provide an accurate picture of their development. This information is then used to plan for their individual learning, to support them in making good progress.
- Children are safe and secure as staff have a good understanding of safeguarding and implement effective policies and procedures to support this.
- Staff work well as a team, evaluating all areas of the pre-school and their practice. As a result, improvements are identified and acted upon, effecting positive change, which benefits children's learning experiences.
- Relationships with parents are good. Parents provide positive feedback about the pre-school and confirm that they are very pleased with their children's progress.

### It is not yet outstanding because

- Opportunities to strengthen and increase the information provided to parents to help them to better support their child's learning at home, are not fully maximised.
- Information sharing with all other settings that children move onto, such as school, is not yet fully implemented, to better support continuity of learning.

## **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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed a range of activities and interactions between staff and children, in the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke with staff and children throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## **Inspector**

Sharon Lea

## Full report

### Information about the setting

Manley and Mouldsworth Pre-School Playgroup was registered in 1973 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Manley Village School in Manley, Cheshire and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from a mobile unit and there is an enclosed area for outdoor play. The pre-school employs three members of childcare staff. Of whom, two hold appropriate early years qualifications at level 3. The pre-school is open Monday to Friday during school term time and sessions are from 9am until 3pm. In addition, there is an after school club, which operates from 3pm until 6pm, Monday to Friday during term time. There are currently five children in the early years age range on roll, who attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-old children. It 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:

- strengthen the existing good partnerships with parents through involving them further in how to support their child's learning at home, for example, through developing additional opportunities to share details of their child's next steps in learning and development.
- embed information sharing with all other settings that children move onto, for example, through a transition document, sharing their progress, to better support continuity of learning.

## Inspection judgements

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

Staff are secure in delivering an educational programme, which matches children's identified next steps for their learning. Staff plan a flexible playroom, covering all areas of development through continuous provision, such as, sand, construction, imaginative play, writing and technology. This means that children have opportunities to engage in a broad range of activities and opportunities to promote their learning. Through a highly effective process for observation, assessment and planning for children's learning, activities are closely matched to maximise learning opportunities for all. Assessments of children's progress show that children are working comfortably within the typical range of development expected for their age. The completion of the required progress check for children between the ages of two and three years, ensures that their development is tracked and early intervention is sought, if necessary. Teaching is very effective, with a

good balance of adult-led and child-initiated activities, focusing on the characteristics of effective learning. For example, staff provide a large sheet of cardboard packaging, which children draw all over, before turning this into a 'house', which they sit under. This develops further as children then use paint, glue, glitter and foil to decorate and make patterns on it. Children are evidently used to being able to freely select the resources they need, in order to be spontaneously creative. This enables them to be active learners and supports their concentration and persistence as they stay on task for a considerable period of time.

A key strength of this pre-school is the wealth of opportunities freely available for children to draw and make marks, both indoors and outdoors. These include on clear plastic sheets, large and small chalk boards, white boards and clipboards. Staff support children in developing their early writing skills through helping them to write their names on their work and developing 'shopping lists' in the role-play area. Children enjoy singing and story sessions in 'the den', which is a cosy and comfortable space. They can freely select books throughout the sessions and enjoy looking through 'our story book', which is full of photographs of them engaged in a range of activities. As a result, children's literacy development is supported to a very good standard. There is sharp focus on helping children to develop their communication and language skills, resulting in them learning to listen and develop their language and vocabulary. During an activity where children make dough together, staff extend their vocabulary and understanding of mathematical concepts. For example, how many 'full' or 'half full' cups or spoons of each of the ingredients are required? Children benefit greatly from activities, such as these, as they are actively involved and thoroughly enjoy playing with the dough afterwards. Mathematics is promoted in all areas of play and children readily count as they play. Therefore, children are well prepared for their future learning in school.

Staff develop very good relationships with parents and carers by sharing daily verbal information regarding their children's needs. When children first start in the pre-school, parents share information about their child's interests and skills, enabling staff to establish their developmental starting points. Each child has their own learning journal containing observations made by staff, photographs of children engaged in activities and examples of their artwork. Parents can review their child's learning journal at anytime and staff email a progress review several times a year through the 'how am I doing?' document. However, there is room to improve parental involvement further still through sharing this document verbally, so that dialogue regarding children's next steps in learning can be shared. This enables parents to further support their child's learning at home. Parents have access to a reference library of books to support them in their parenting role. In addition, parents are invited to events, such as curry evenings or coffee mornings. Parents comment that they are very happy with the pre-school and that their children enjoy going, asking to go on days that they are not due to attend.

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

All children and their families are welcome in the pre-school, which has the ethos 'where learning is fun and happiness comes naturally'. This reflects the friendly and productive

environment, which has been created. Parents comment that they 'really like the friendliness of the place' and that it has 'a nice, community feel'. Staff liaise closely with parents to plan initial visits to help make sure children settle well. Time is taken to ensure that information is gathered with regards to each child's individual needs and care routines. Staff ensure these needs continue to be met when the child starts to attend. The key person system allows children to identify the staff member whom they feel most comfortable with when they start to attend. This enables children to forge secure emotional attachments and to develop their confidence. As a result, children are happy and feel safe to independently explore the environment and make the most of what the pre-school has to offer them. Staff give children reassuring smiles, positive comments and cuddles when they need these. This helps children to feel safe and secure and develop a sense of belonging.

Children display good levels of behaviour and are well mannered and considerate to each other. This is because staff act as good role models and explain what is expected from children. For example, they use a traffic light system, showing the red circle, to make children stop what they are doing. The amber circle has a hand on it, which the children know means that they have five minutes until tidy away time. When they are shown the green circle, they know that this means 'go' and they can resume their play for a further five minutes. Staff have developed this strategy from attendance on a behaviour training course. In addition, they have also implemented a conflict resolution system, based upon children identifying how to resolve conflict themselves. For example, when two children outdoors both want to play with a hoop, staff intervene and ask them to think about how this problem can be solved. Children think about this and then point to another hoop nearby, receiving praise from staff for resolving the situation amicably. Consequently, children learn to respect and tolerate each other as their play. Therefore, they are developing those necessary skills ready for their move onto school. Children's care needs are enhanced as staff ensure they wash hands before snack and after using the toilet. Staff encourage high levels of independence as children pour their own milk onto their cereal, pour their own drinks and use the bathroom on their own, as soon as they are able to. They are asked to clear the table after finishing their snack as they learn to take responsibility and tidy up after themselves.

Children have daily opportunities for outdoor play in an environment that provides a wealth of learning opportunities. They can climb, balance and ride wheeled toys or explore different mediums, such as sand, water and the 'mud kitchen'. Children learn how to keep themselves safe through reminders to use equipment appropriately and staff encourage them to hold out their arms, when using balancing beams, so that they will not fall. They access good quality resources making decisions and choices about what they want to do in a well-planned, interesting and exciting indoor and outdoor play area. Children's individual dietary needs are met effectively. They are provided with a variety of healthy morning and afternoon snacks. Parents provide packed lunches for their mid-day meal and staff provide guidance on healthy foods to include. Mealtimes are sociable occasions as children talk and chat happily with staff. Good social skills are reinforced with children, particularly during group activities, with gentle reminders to say 'please' and 'thank you'.

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

The management and staff understand their responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of safeguarding. They know who to inform of any concerns and their role and responsibility in protecting children from harm. This includes the safe use of mobile telephones and cameras within the pre-school. Daily risk assessments of the pre-school are in place to ensure the safety of the environment. Fire evacuations are practised regularly, to ensure that staff and children are confident in the procedure to follow in an emergency. All staff have undertaken appropriate paediatric first-aid training, enabling them to be skilled in dealing with any minor injuries or first-aid emergencies. Visitors' identification is checked on entry to the pre-school and everyone is signed in and out of the building, ensuring that records are accurate in the event of a fire or other emergency. All supporting policies and procedures are in place and reviewed regularly. This means that documentation relating to safeguarding and children's welfare is robust.

Since the last inspection and two subsequent monitoring visits by Ofsted, the manager and staff have been highly proactive in working with local authority advisors to address the actions raised. These include ensuring that all of the required documentation is in place and available at inspection. Staff receive regular support and development opportunities to fulfil their roles. Also, designated staff are in place for safeguarding, behaviour management and special educational needs and/or disabilities. Staff have attended training on behaviour management from which they have developed effective behaviour management strategies. In addition, staff have developed their knowledge about the Early Years Foundation Stage, which has supported them in using observations and assessments to identify where children may need further support. As a result, children's welfare and learning are now assured. Regular team meetings enable staff to work together to evaluate all areas of the pre-school provision and implement targeted plans for improvement. Robust recruitment, induction and performance monitoring of staff, for example, supervisions and appraisals, ensure their skills are updated to promote the good education and development of all children.

Strong relationships are developed with parents, who are very happy with the standard of care their children receive and the progress, which they identify they have made, such as counting and communication skills. Good links are established with the onsite school that the majority of children attending the pre-school move onto. Staff attend various school activities, such as lunch times, physical education sessions and play times with the children. This, in addition to speaking with the teachers about each child's development, skills and personalities, means that children are well supported with the move to school and a consistent approach is undertaken to support their overall learning. However, the pre-school has not developed such strong relationships with other schools, which children move onto. As a result, continuity of learning is not fully assured for all children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>     | 305181  |
| <b>Local authority</b>             | Cheshire West and Chester                             |
| <b>Inspection number</b>           | 976346  |
| <b>Type of provision</b>           | Sessional provision                                   |
| <b>Registration category</b>       | Childcare - Non-Domestic                              |
| <b>Age range of children</b>       | 0 - 17  |
| <b>Total number of places</b>      | 18  |
| <b>Number of children on roll</b>  | 5   |
| <b>Name of provider</b>            | Manley and Mouldsworth Pre-School Playgroup Committee |
| <b>Date of previous inspection</b> | 27/03/2014  |
| <b>Telephone number</b>            | 07825688816   |

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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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Piccadilly Gate  
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