

Ivy-Bank Pre-School

Ivy Bank Primary School, Valley Road, MACCLESFIELD, Cheshire, SK11 8PB

Inspection date	13/11/2014
Previous inspection date	27/01/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 manager monitors the broad and extensive range of exciting educational programmes with full effect. As a result, every child participates in purposeful play and exploration and is consistently challenged to reach the next stage in their development.
- Partnerships with parents are highly effective. Staff ensure that parents are continually actively involved in their children's learning and development.
- Staff comprehensively identify and successfully minimise potential risks. Their knowledge of the signs of abuse and awareness of their responsibility to protect children ensures that children in their care are fully safeguarded.
- Children's development in all areas of learning are continually promoted exceptionally well by staff as part of daily routines because of the first-class teaching skills of staff.
- The move from pre-school to school is exceptionally smooth because of the utmost priority that staff place on working closely with the school who actively contribute towards children's progress. As a result, children become extremely confident and self-assured.

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 activities in the two buildings and the outside learning environment.
The inspector conducted a joint observation with the manager. She looked at a
- range of policies and procedures and looked at children's assessment records and planning documentation.
- The inspector looked at documents and checked evidence of suitability and qualifications of staff working with children.
The inspector took account of views of parents and carers spoken to on the day.
- She held a meeting with the manager and spoke to staff throughout the inspection when appropriate.
- The inspector gave feedback to management team.

Inspector

Yvonne Holt

Full report

Information about the setting

Ivy-Bank Pre-School registered in 1993 on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. It operates from two mobile buildings in the grounds of Ivy Bank Primary School in Macclesfield. Children have access to an enclosed outdoor area. The pre-school is run by a committee. It employs 11 childcare staff; of whom, eight hold appropriate early years qualifications at level 3 and two at level 6. The pre-school opens five days a week during school term time, from 9.05am until 3.05pm. There are 46 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- consider further enhancing the already outstanding practice by continuing to improve access to the outdoor area in all weathers, so that children have enriched opportunities to play and learn outside.

Inspection judgements

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

The learning and development of children at the pre-school is nurtured in a vibrant and innovative environment. Staff have an exemplary understanding of how to meet the learning and development requirements. They plan a stimulating and interesting curriculum, which covers every area of learning and gives children exceptional choice and independence. Children have many opportunities to engage in child-initiated play and staff expertly facilitate their ideas, bringing out the learning in everything they do. For example, when children show an interest in dinosaurs they are supported to explore this further. Children bring this into imaginative play as they talk about opening doors in the dinosaur cave and show familiar adults keys to which they use to enter the dinosaur cave. As a result, children are highly absorbed in their activities and make excellent progress in their learning.

Staff are excellent teachers. They continually engage children in conversation, expanding their vocabulary and consolidating new words by following interesting themes in activities. For example, children are taught about road safety as they read stories and talk about how to keep themselves safe on the road. Children are enthusiastic and animated in their approach to learning, which ensures that they are happy and confident. They acquire a great interest in stories and books, using their language skills to tell the stories in their own way. Consequently, children continue to build a wide vocabulary and learn to be confident in making decisions and expressing themselves. Children have exceptional

opportunities to build their skills in literacy. For instance, children register themselves as they find their own names and put them into the post box. Staff provide large white boards to encourage children to make large pictures, using wide arm movements and stretching up. Because of this, children build excellent muscle control and from a young age, children are confident to attempt writing their names on their work. Staff pay excellent attention to children's self-help skills. For example, children learn at an early age how to put on their own aprons and how to hang them up. They learn to put on their own coats for outdoor play and how to wash their hands for snack because their independence skills have been closely fostered throughout their time in nursery. As a result, children have high levels of control and independence, which makes them ready for school and their next stages of learning.

Staff work closely with parents to gather information about children's interests and starting points. In the first few weeks of attendance, staff are very attentive to how children engage in play and their level of skill in all areas of learning. This means that the first assessments staff make are highly accurate portraits of the child as a whole person. Parents are encouraged to extend their children's learning at home. Staff offer parents regular opportunities to take part in stay and play sessions where they learn about their children's life at pre-school. Staff send home regular and frequent letters to share what children are doing at the pre-school. Planning is shared with parents, which helps them to have conversations with children about what they are doing at nursery. This results in all parents being fully engaged in their children's learning. This further enhances the excellent partnerships with parents as they can confidently support their children's learning at home.

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

The key-person system is highly effective. All children and staff work together in a warm and relaxed atmosphere where children can move freely and engage in their choice of play. The key person's role is to oversee their children's learning needs and care in a particular age group, but all staff engage with all children, so children benefit from a range of strong relationships. As children grow, they already know the staff who will be their next key person, so the transition in the pre-school is extremely smooth. As a result, children are confident to separate from their parents and are very secure in the pre-school. This also means children are exceedingly well prepared, as they get ready to move on to other settings and school. One of the contributing factors in this exceptional preparation is the way the pre-school places such high priority on children gaining independence in everything they do. The programmes employed by the pre-school are exemplary and result in children being exceptionally confident. For instance, the forest trail becomes an enhanced learning activity as all the children are learning about taking turns, being aware of others needs and space and, making informed choices. They are encouraged to risk assess and make considerations about how to remove any hazards and stay safe. This results in very confident children who are able to think critically and make decisions.

Staff work exceptionally well together with a full understanding of the importance of

supporting children's emotional well-being. Consequently, children's emotional well-being is given top priority by staff. Parents share comprehensive and detailed information about their child's care and learning needs with the key person on joining the pre-school. The child's level of well-being is shared with parents every day. As a result, this extremely sensitive process results in children being very happy, highly settled, secure and confident to learn and explore their wonderful environment. Staff have created excellent learning environments indoors and outside. Play materials are always easily accessible, giving children high levels of independence and choice. Children experience activities in the different buildings or go outside for the majority of the day, which ensures that all children's individual learning styles are catered for.

Children have excellent opportunities to learn about healthy lifestyles. They eat a range of healthy foods at snack times. Children eat in sociable groups, serving themselves and pouring their own drinks. This builds children's independence and personal care skills, as well as helping children to enjoy snack times as social occasions. Children enjoy play equipment, such as climbing apparatus, where they negotiate different levels of difficulty. Their small muscle skills and hand-and-eye coordination are well supported in art and craft, early writing and construction activities. The outdoors also offers rich opportunities, such as a dig-and-grow area and a pets' corner, for children to learn about the world. Staff are very skilled at giving children opportunities to challenge themselves, while providing support and guidance. There is scope to build further on children's opportunities to access the outdoors more fully in bad weather. Children demonstrate excellent behaviour and social skills. Children benefit from being in a warm and flexible environment where all staff are involved with all children most of the time. There are times in the day when they have opportunities to forge friendships with older and younger children. This means they can practise their developing skills in cooperation and turn taking, and they show empathy for younger children who are also learning. Staff create highly effective activities around the kinds of behaviours that make people happy and safe, and those that make people feel sad. As a result, children are assertive, say how they are feeling and manage their own behaviour very well.

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

The manager has an excellent understanding of how to meet the welfare and safeguarding requirements. All staff have undergone training in child protection and the policies and procedures are clear and well understood. All staff are checked for their suitability to work with children and undergo a rigorous recruitment and induction procedure. However, the turnover of staff is negligible because of the first-class support provided by the manager. Staff know what to do should they have concerns about the welfare of a child and demonstrate an exemplary understanding of other procedures, such as whistleblowing. Record keeping and documentation are highly organised and staff follow procedures exactly. For example, the records of administered medication are accurate and surpass the requirements. Fire drills are highly frequent and risk assessments are regularly reviewed. This helps to underpin children's well-being.

The pre-school employs highly qualified staff who are all furthering their qualifications as they work. This means that the manager and staff can regularly review their practice and make continuous improvements. Staff appreciate the wide range of opportunities to develop their skills, whether by training, mentoring or supervision and appraisal. Staff and management regularly observe each other's practice, discussing this together and looking for ways to improve. The manager involves staff, parents and children in the self-evaluation process and is continually setting targets for improvement. For example, the pre-school sends out a regular questionnaire asking, 'What do you like and what can we do better?' The manager also takes staff suggestions on board. As a result, the provision is being continually enhanced for the benefit of children.

The manager has exemplary methods for monitoring and analysing the provision. She works closely with her team to review all the learning journals frequently and gathers data about children's progress. She makes regular cohort analyses to check the impact of their teaching. This gives her excellent evidence to address any areas where children may be underachieving and demonstrates the high impact of initiatives, such as challenging those children who are gifted and talented. Parents receive a wide range of information about their child's day and their achievements. Regular parents' evenings and invitations to stay and be part of their child's day, means they are well informed about their child's development and the flow of information means they always know what is planned in nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	305122
Local authority	Cheshire East
Inspection number	855084
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	46
Name of provider	Ivy Bank Pre-School Committee
Date of previous inspection	27/01/2009
Telephone number	01625 613714

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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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