

Elm Road Pre-School

Elm Road, Gatley, STOCKPORT, Cheshire, SK8 4LY

Inspection date

19/11/2014

Previous inspection date

13/05/2009

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

- Partnerships with parents and carers and other professionals are well established and ensure that all children's individual needs are understood and well met.
- Staff know the children well and strong bonds are formed, so that children are happy, settled and motivated to learn.
- The quality of teaching in the pre-school effectively supports children to make good progress in their learning and development. Staff are enthusiastic and provide rich and varied activities and experiences, which build upon children's interests and abilities.
- High priority is given to keeping children safe by ensuring safety and welfare requirements are implemented and consistently monitored.

It is not yet outstanding because

- Arrangements are not fully in place for staff to learn from each other through peer observations and sharing their best practice to further improve the quality of teaching.
- Occasionally, staff over direct children's play and do not always provide them with maximum opportunities to explore how resources and materials can be used and carry out activities in the way in which they would like to.

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 pre-school and outdoors.
- The inspector spoke to staff, children and gained the views of parents.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and the pre-school's improvement plan.

Inspector

Layla Clarke

Full report

Information about the setting

Elm Road Pre-School was registered in 1993 on the Early Years Register and is managed by a committee. It operates from rooms within a church hall in the Gatley area of Stockport. The children have access to a large secure outdoor play area. Currently there are 24 children on roll, all are within the early years age range. The pre-school operates on weekdays, from 9am until 12pm, term time only. There are six members of staff working directly with children. The joint managers and three members of staff all hold appropriate early years qualifications at level 3 or above. One member of staff is unqualified. The pre-school supports 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:

- consider the implementation of peer observations to enable staff to share their skills to further enhance the already good quality of teaching
- extend opportunities for children to play and explore resources and activities without taking over or over directing how resources and materials can be used, to further support children's creativity.

Inspection judgements

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

Staff plan a range of activities based on children's interests and their developmental needs. As a result, children are provided with exciting and challenging activities and are motivated to learn. Staff gather good information from parents about their children's capabilities on entry. They use this information with their own observations to ensure that children's starting points and next steps are identified. This is then incorporated into the planning and organisation of activities. As a result, all children including children with special educational needs and/or disabilities make good progress across all areas of learning. Consequently, children are developing the skills that they need for the next stages of learning and their eventual move to school. Staff work closely with parents. They have regular reviews to share updates of children's learning and share the progress check for children between the ages of two and three years. This ensures that children's development needs are regularly discussed with parents and that children's ongoing development is well recognised. Children's learning is well promoted as staff have a thorough understanding of how children learn. For example, staff observe children and plan meaningful activities that children will enjoy. Children have access to a wide range of learning experiences, which further supports their overall development.

Children have access to a variety of play equipment and resources. They enjoy their time and happily join in with planned activities and are able to initiate their own play. As a result, children are consistently displaying the characteristics of effective learning and are eager to learn and experiment. Children develop mathematical awareness, as staff introduce mathematical language into their play. For example, as children explore in dough staff speak to them about shapes and sizes using language, such as 'bigger' and 'smaller'. Staff question children during the preparation of fruit discussing concepts, such as 'whole' and 'half' while asking questions, such as, 'How many pieces do we have now?' Furthermore, children are encouraged to count plates and cups. As a result, mathematical development is well promoted through daily activities.

Children are provided with continuous access to creative and natural materials to promote their sensory development. For example, following on from an enjoyable story session children make creative pictures using a range of materials, including straws, cotton wool and pasta. Staff support children's learning by explaining the life cycle of a frog. This effectively promotes children's understanding of the world as staff skilfully discuss frogspawn and use a book to show the changes as the tadpole evolves into a frog. Activities such as these capture children's enthusiasm and as a result, children's interests are well supported. However, occasionally during some creative activities staff over direct children's learning by providing fewer opportunities for children to use the resources in the way they prefer. For example, when making Christmas cards staff occasionally focus more on the end product. This results in children's creativity skills being less promoted.

Children use a variety of writing tools both indoors and outdoors as they practise writing their names in their Christmas cards and make large scale marks on the outdoor easel. Staff provide tools for children to make marks in dough and support children to use scissors. Children show a developing awareness of space and coordination as they move confidently inside the pre-school and outdoors and use equipment and tools effectively. For example, children ride tricycles, throw balls and make models using construction toys. As a result, children develop their physical skills. They are developing early reading skills as they confidently point to the alphabet wall, which features their photographs and say the letter of their name. Staff also use a range of visual prompts, such as photographs, low-level displays and a visual timetable. This further helps children to recognise that images and print have meaning. Staff ask a variety of open-ended questions to promote children's communication and language skills and to allow them to think critically. Furthermore, staff model language to children through the repetition of words to help children with their pronunciation. Consequently, children's language skills are well promoted.

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

Children's well-being is supported well by the kind and caring staff. Children are extremely happy and content. This is evident as they happily engage in conversation with each other and the staff and are confident when speaking to visitors. A strong key-person system is

embedded, which supports children in forming secure attachments. Children refer to staff as 'auntie', which further promotes the family feeling in this nurturing and welcoming pre-school. Children are confident to explore their learning environment independently and all resources are accessible to enable children to make choices about their play. This provides a strong foundation for children to develop independence, exploratory skills and for children to develop skills for their next stages in learning. Photographs of the children are used to display the routine of the day. This shows children what is happening next and further promotes their sense of belonging.

Staff are good role models who listen to what children have to say and respond sensitively to their needs. Staff set boundaries for children's behaviour. As a result, children are sociable and behave well. Staff remind children to use good manners and to be considerate to each other and praise children with stickers and balloons. This supports their emotional well-being and self-esteem. Children share resources and play cooperatively together. For example, children work together to make a boat using materials and a variety of boxes, tubes and containers. As a result, children are developing the skills that they will require when they move on to the next stages of their learning and school. Furthermore, staff support children's move to school by inviting teachers into the pre-school to talk to children and meet their parents. Consequently, children's move to school is well supported.

Children's physical health and well-being is very well promoted by staff who encourage children to be physically active both indoors and outdoors. For example, children have access to a range of excellent outdoor learning activities. Staff provide a range of large apparatus including a slide, climbing frame and wheeled toys. Staff take children on regular outings in the local area. For example, children can climb on a larger scale at the soft play centre. Meaningful explanations help to raise children's awareness of how to keep themselves safe. For example, as children explore in the garden staff talk to them about the differences between the hard floor and the safety surface. Furthermore, staff explain to children that when using scissors we must stay seated. Therefore, children are developing an understanding of risk. Children are developing a good understanding of healthy lifestyles as staff provide a good range of healthy snacks, which encourage children to make healthy choices. Furthermore, staff talk to children about the benefits of fresh fruit and how it makes them strong. Fresh drinking water is accessible throughout the session and children are encouraged to recognise their own needs as staff encourage them to access the drinks when they are thirsty. Children wash their hands before snack. As a result, they are developing good hygiene practices.

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

Staff understand the importance of safeguarding and child protection. All staff have accessed safeguarding training. As a result, they are extremely confident and understand their role in protecting children from harm. Consequently, they are aware of what to do should they have a concern about children's welfare. Robust recruitment and vetting

procedures and a thorough induction process is undertaken to ensure that staff working with children are suitable to do so. The pre-school has a range of policies and procedures, which are used to ensure that practice and standards remain consistent. Policies are reviewed regularly and are shared with parents, which means that parents are well informed of the responsibility of the staff in keeping children safe. Daily safety checks and risk assessments are undertaken, which enables staff to maintain a safe and secure environment. This means that children are able to explore the environment safely and independently as potential hazards are identified and minimised effectively.

The manager has good systems in place for monitoring and evaluating the educational programme with staff. Staff complete observations and evaluate activities to make sure that they are meeting children's individual needs. The manager reviews children's learning records to support staff to accurately identify any gaps in children's progress. This results in staff being able to adapt activities and resources to further promote children's learning. For example, they identified the fact that children's communication and language was not being promoted as well. Therefore, the deputy manager accessed specific training, which allowed her to support staff to further promote this area of learning. As a result, children are now making good progress in this area. Monitoring of the pre-school is effective and next steps for children's development consistently translate into practice through effective planning. As a result, all children are making good progress in all areas of learning. Appraisals and supervision between the manager and staff have been completed and staff have regular one to one meetings. Staff access regular training opportunities, which helps to improve their knowledge and understanding. However, the pre-school has yet to embed a system for staff to share their own skills and knowledge with each other to further enhance staff performance and improve the already good quality of teaching and learning for children.

The manager uses self-evaluation effectively to identify the strengths of the pre-school and any areas for improvement. She uses the feedback gained from staff, parents and children to improve the service they provide. The manager has developed extremely strong relationships with external agencies. As a result, staff have a secure understanding of the need for early intervention and are confident to make referrals for additional support to meet all children's needs. Staff work successfully with parents and parents are kept well informed about children's ongoing learning. For example, staff and parents share information by verbal discussion, written suggestions, parent reviews meetings, questionnaires and the use of wow moments to celebrate children's achievements at home. Parents comment that they feel very much part of the pre-school and thoroughly involved in their children's care and 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	307137
Local authority	Stockport
Inspection number	871815
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	24
Name of provider	Elm Road Pre-School Playgroup Committee
Date of previous inspection	13/05/2009
Telephone number	07780 830 464

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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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