

Alexandra Park Pre School

Alexandra Park Junior & Infant School, Bombay Road, STOCKPORT, Cheshire, SK3 9RF

Inspection date

27/11/2014

Previous inspection date

14/11/2011

The quality and standards of the early years provision

This inspection:

3

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	3

The quality and standards of the early years provision

This provision requires improvement

- The educational programmes on offer have depth and breadth across all areas of learning, and children's motivation for learning is ignited through interesting and challenging experiences that meet their individual learning and development needs.
- There are strong relationships in place with parents. Staff work with parents in close partnership to support children's overall care and learning needs.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently. This ensures that children's welfare is protected and they are kept safe from harm.

It is not yet good because

- The manager has not provided staff with suitable professional supervision or opportunities to continue their professional development by attending quality training to keep them up to date with current practice.
- The provider does not carry out sufficiently thorough self-evaluation to support the staff team to build on what they do well and to identify areas of weakness, in order to produce a clear improvement plan for future provision.
- The provider does not give children experience of a range of languages and scripts in the pre-school environment.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the whole of the indoor area of the pre-school. She observed activities in the classroom, the large hall and the outside playground, and the interaction and learning between staff and children.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's understanding of self-evaluation and improvement.
- The inspector sampled a range of documents which cover the learning and development requirements, including observations and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.
- The inspector held a meeting with the manager and held discussions with staff and children at appropriate times during the inspection. The inspector took into account the verbal and written feedback of the parents.

Inspector

Lisa Maidment

Full report

Information about the setting

Alexandra Park Pre School was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It operates from a classroom within Alexandra Park School in the Edgely area of Stockport. Children also have access to the hall, an enclosed outdoor play area and associated facilities. The pre-school serves the local area and has links with the local schools. It is open each weekday from 8.45am to 11.45am and 12.30pm to 3.30pm during term time only. There are currently 28 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The pre-school receives funding for the provision of free early education for three- and four-year-olds. There are six members of staff employed to work with the children. Of these, three hold early years qualifications at level 3, two hold level 5 and one holds level 2. The pre-school receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement a programme of training and development for all staff members, to ensure they offer a quality learning experience for all children that continually improves
- put into place appropriate arrangements for the effective supervision of staff to provide support, training and coaching to improve their personal effectiveness; provide opportunities to discuss children's development and well-being, identify any issues and formulate solutions to improve outcomes for children.

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

- provide opportunities for children to see and experience a range of languages and scripts, including the home languages of children attending the pre-school
- establish self-evaluation procedures to ensure that priorities for improvement are identified and implemented; include the contributions of parents, children and staff in this process of evaluation.

Inspection judgements

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

Children make good progress towards the early learning goals because the manager and her staff have a comprehensive understanding of how children learn. Children are offered interesting activities and opportunities which cover the seven areas of learning and are broadly based around their interests. The staff offer choices to children which are balanced and encourage them to learn. For example, children are invited to contribute at story time to predict what might happen next. They listen contently to stories which engage their imagination and are excited to take part in songs and dancing, which aids their physical development. Literacy is encouraged as children work with their key person to write their names, and fine motor skills are developed as children make snowmen for wall displays. As a result, children learn vital skills ready for school.

Observations and photographs used to aid assessment show children's learning and their next steps. Learning journals highlight the progress children make. Information gathered from parents on children's abilities when they first start at the pre-school helps staff get to know the children and plan well for their learning. Children are taught to count using threading and differentiate the number of reels on separate threads. They match and sort shapes and look at three-dimensional objects. This encourages mathematical development. Children chat with the staff when engaged in an activity. They talk about their home lives and staff respond, asking direct and open questions that require children to consider their answers. Children have opportunities to cut, roll and squeeze play dough into various shapes. Children use words they have learned, such as 'big long piece' and 'small round ball', which demonstrates their understanding of words. This supports their communication and language development. Staff are on hand to engage with children when invited and constantly chat with them, creating a friendly environment. Therefore, children are working well towards their next stage of learning.

The pre-school room is situated in the infant corridor of the local school. The room is warm and spacious, and children freely move around. The atmosphere is relaxed, with bright wall displays which show children's work. Resources are organised so that children learn to become independent and help themselves. Children use the book corner to look at print which interests them. However, there is room to further enhance the understanding of language to reflect diversity and other cultures of the world, in order to help children gain a wider understanding of the world around them, for example, by using print in other languages. Children have opportunities to play with sand and water, or investigate the indoor woodland in the role play area. Children use computers to enhance their understanding of information and communication technology, and they experiment with different textures on painting easels. Children access the playground, which is shared with the school, to engage with their outdoor learning. They also use the large hall to play on the larger apparatus. Consequently, children have good opportunities to engage in their play and are supported to make good progress towards the early learning goals.

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

Children and staff have mutual respect for each other. The staff use constant praise and encouragement, which helps children develop positive self-esteem. Children are very well behaved, especially when sitting on the carpet while being read to. They remain confident and engaged when testing out their ideas and are fully supported by staff if they are upset

or unsure. Children take home cuddly toys in a sack, with a diary that lets others know what they do in their home and places they visit. This supports children's emotions and feelings, and prompts children to talk about their home life. Positive rewards are given to children when they achieve. Parents contribute to children's achievements by filling in 'superstar' pages in children's learning journals to celebrate when they have accomplished milestones at home. This builds up their positive emotions and promotes their well-being.

The staff have established good routines throughout the day. They encourage children to learn vital personal skills for school, for example, children put on their own coats when they go outside. Snack time is a social occasion where children sit in their key-person groups to eat. Children help set the tables and give out snacks. They have opportunities to make their own sandwiches or cut up fruit to build on their personal skills. The manager ensures all children have healthy and nutritious snacks which help contribute towards teaching them how to be healthy. Children and staff talk about healthy bodies and how they are strong. They help themselves to water, which is available constantly throughout the day. Children learn to become independent by taking themselves to the toilets, which are shared with the infant school. Overall, staff prepare children for the move to school very well. Good hygiene procedures are practiced throughout the pre-school. The staff record information about children's allergies and preferences, which they collect from the parents. Staff respect the wishes of individual children arising from their cultural needs. Therefore, children learn how to live healthy lifestyles and their well-being is promoted.

Children have lots of opportunities to engage in physical play. They access the outdoor playground where they ride bicycles or play in the playhouse. Children enjoy hunting for bugs in the woodpile. Occasionally, children go to the park where they kick up leaves or look for wildlife in the area. This encourages them to learn about the environment around them. Indoors, children access the large school hall where they can climb on large apparatus, kick balls and use hoops. Children take risks by balancing on beams and jumping over benches. Simple games involving movement are introduced and children clearly enjoy playing in this area. At song time, children actively engage in music and movement. They enjoy singing songs and moving to the beat of the music. Consequently, children engage in vital physical skills which teach them how to have healthy lifestyles and how to take risks in a safe environment.

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

The manager ensures children practise regular fire evacuations along with the school children. She attends safeguarding training and passes the relevant information down to her staff. All staff have an understanding of safeguarding and can recognise different signs of abuse. They understand who to contact if they feel a child is at risk or if there is a child protection concern. There are suitable policies and procedures in place which support the practice of the pre-school. Written risk assessments identify hazards in the area and are quickly eliminated due to the staff's understanding of them. When children are entering and leaving the school, staff monitor the gate effectively to ensure no children leave the premises unattended. As a result, measures put in place to safeguard children in a safe and secure environment are suitable.

The manager employs staff who are suitable to work with children. They operate strongly together to support each other. However, the manager does not observe her staff's performance on a regular basis or meet with them for regular supervision to support and promote the interests of children. Consequently, opportunities for staff to discuss any issues or identify solutions to address issues are not always available. Furthermore, members of staff do not attend regular training to further their professional development. This has an impact on keeping up to date with current practice. The manager has taken some steps to evaluate the routine and procedures of the pre-school through a self-evaluation process, which includes using parent questionnaires. However, her approach to monitoring and evaluation is not yet fully embedded in her practice. The manager has begun to monitor the educational programmes of children. Through this, she is identifying children who are not progressing well. She has contact with a local authority adviser for support if required. The Early Years Foundation Stage requires providers to give their staff professional supervision, including opportunities to discuss any issues, coaching in improving their personal effectiveness and ongoing training. Although the provider is not meeting these requirements, the breaches do not have a significant impact on children's learning as children make good progress because staff are all well qualified and understand how children learn and develop.

The manager has an appropriate relationship with the school. This aids the very smooth transition for children to their next stage of learning. Teaching staff come into the pre-school and read with the children. The pre-school children attend various productions the school puts on, for example, the nativity at Christmas. Sometimes, school children play with pre-school children in the playground and they join together in various sponsored events throughout the year. The children see the teaching staff of the school every day as they walk past their classrooms. Therefore, children have an effective transition period and show excitement about progressing to school. The pre-school works in partnership with other early years settings. Where children attend more than one setting, the pre-school exchanges daily communication diaries showing children's current interests and achievements. The manager has the current information required to access outside agencies when required, for example, speech therapists. Consequently, children are effectively managed in their moves between different settings and are supported to make the progress required if behind in their learning.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY419397
Local authority	Stockport
Inspection number	852000
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	28
Name of provider	Alexandra Park Pre School Limited
Date of previous inspection	14/11/2011
Telephone number	01614805557

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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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