

Bramhall Methodist Church Pre-School

Methodist Church, 23 Bramhall Lane South, Bramhall, STOCKPORT, Cheshire, SK7 1AL

Inspection date	02/12/2014
Previous inspection date	07/03/2011

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

- Children are cared for by professional and caring staff in a warm and welcoming environment. Children demonstrate positive relationships with staff and their peers. As a result, children are happy and content and enjoy their time at the pre-school.
- Managers provide effective supervision and training opportunities to enhance staff's already good understanding of how children learn and develop. As a result, staff provide rich and varied activities and experiences to support children to move on to the next stage in their learning and development.
- Partnerships with parents and other professionals are well established and this helps to ensure that all children's individual care needs are understood and well met.
- Children are kept safe as staff have a good knowledge of safeguarding procedures. As a result, children are well protected.

It is not yet outstanding because

- Staff do not seek the extremely detailed information they require from parents about what children know and can do on entry to the pre-school to help them to enrich the planning for children's future learning even more.
- There is potential to extend children's learning through more effective use of the outdoor 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 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 pre-school and outdoors.
- The inspector spoke to staff and gained the views of parents through discussion and documentation.
- 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 qualifications of staff working with children and reviewed the pre-school's self-evaluation.

Inspector

Layla Clarke

Full report

Information about the setting

Bramhall Methodist Church Pre-School registered in 2007 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school is based in the Methodist Church in the Bramhall area of Stockport and operates from dedicated rooms on the first floor. The rooms are accessed by using the stairs. There is an enclosed area available for outdoor play. The pre-school opens during school term times, Monday to Friday, from 9.15am until 3.30pm. Children are able to attend for a variety of sessions. There are currently 55 children attending who are within the early years age range. The pre-school provides funded early years education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities. The pre-school employs 11 members of staff. Of these, eight members of staff hold appropriate early years qualifications at level 3 or above and the manager holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- enhance the depth of information about children's prior skills gathered on entry to the nursery in order to further enrich the monitoring of children's progress
- develop the potential of the garden to provide further opportunities for learning in a wide range of contexts, such as problem solving, risk taking or exploring nature.

Inspection judgements

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

The manager and staff demonstrate a thorough understanding of the learning and development requirements of the Early Years Foundation Stage. All children are assigned a key person who completes regular observations and assessments of children as they play. These observations are used to plan a range of challenging and exciting activities which follow children's individual interests, preferences and support their next steps in learning. As a result, children are motivated learners who are happy to explore and experiment. Consequently, children are confident, capable and are developing their independence. Staff gather useful information from parents about their children's likes and dislikes on entry and use this information to help to plan for children when they join the pre-school. However, the information does not fully take into account children's current stage of learning and development in order for staff to enrich the planning for children right from the start. Teaching is good. Staff evaluate activities and use these evaluations effectively to monitor children's progress. As a result, planning is purposeful as it is tailored to meet all children's needs. This means that any gaps in children's progress are

swiftly identified and early intervention implemented. As a result, all children including children with special educational needs and/or disabilities are well supported to acquire the skills that they need for the next stages of learning in readiness for school.

Children enjoy their time in the pre-school and have access to a variety of stimulating toys and resources which they are able to access independently. Children demonstrate the characteristics of effective learning as they are able to initiate their own play and also benefit from activities which are planned by staff to support specific areas of development. Children's communication and language skills are supported as staff ask a variety of open questions and allow children to think about and provide a response. Furthermore, staff provide a running commentary as children play which introduces children to new language and supports their increasing vocabulary. For example, staff describe the colour, texture and consistency of media and materials as children create Christmas decorations using words, such as, 'sticky', 'shiny' and 'glittery'. Children's understanding of technology is well promoted as staff engage children in a 'find the spider' activity on the interactive white board. Furthermore, mathematical concepts are introduced as staff ask children if the spider is, 'above or under the bowl? or beside the cheese?' Children are encouraged to be creative and expressive as staff encourage them to play the piano and participate in dancing and singing sessions. For example, children delight in marching around the room singing to popular nursery rhymes. Furthermore, during story sessions staff introduce a range of props for children to explore which further promotes children listening and attention skills. Children's sensory development is well supported as staff encourage children to explore dough, rolling, pressing and making shapes. Children collect leaves in wheelbarrows and crunch them with their hands and feet during outdoor play. However, there are fewer opportunities to extend children's learning outdoors as the environment and resources provided outdoors do not reflect the highly stimulating learning environment indoors. Nonetheless, staff engage children outdoors by playing hide and seek and children delight in hiding as the staff seek them out. Activities such as these capture children's enthusiasm and as a result, children are interested and engaged by the good quality teaching that staff provide.

The positive relationships that staff have with parents is a strength of this welcoming pre-school. Staff share a wealth of information with parents which means that parents are aware of their children's current interests and know what they do each day. Staff undertake the progress check for children aged between two and three years and share this effectively with parents and appropriate professionals. Parents can view their child's learning journal at any time and staff and parents share a daily diary, photographs of children participating in activities, a topic book and regularly meet with staff to discuss their child's progress. This means that parents are able to share in their children's ongoing learning and development. Parents comment that they are very involved in their children's learning and the quality of teaching in the pre-school is fantastic.

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

Children are supported to develop positive and affectionate relationships with the caring and friendly staff and each other. All children are allocated a key person which means that

staff and children form secure attachments. Children are emotionally prepared for the transfer from home as they are welcomed into the pre-school through flexible settling-in sessions. During this period staff gain a good range of useful information from parents which means that they are able to meet children's individual care needs. For example, parents complete documentation about their children's interests, likes and dislikes and any individual preferences. As a result, staff know children well and children are happy, secure and content in this warm and supportive pre-school. Staff provide children with a very child-focused environment. Children are confident to explore the environment independently both indoors and outdoors and all resources are accessible to enable children to make choices about their play. This means that children's independence is supported well.

Staff are positive role models who promote good behaviour through guidance, praise and encouragement. Staff reward children's good behaviour with stickers and by giving children special awards, such as, the 'star baker' for the most creative biscuits made. Furthermore, children are able to take home Barney the 'take home teddy' as further acknowledgement of their good behaviour and achievements. As a result, behaviour is good and children develop confidence and self-esteem. Staff encourage children to share and take turns and explain the consequences of actions to children to reinforce positive messages. For example, staff explain to children that they must not leave aprons lying on the floor as they may trip over. This means that children are gaining an understanding of keeping themselves and others safe. Furthermore, as children cut with scissors staff explain why they must be careful when they snip and during outdoor play staff encourage children to hold onto the tricycle with both hands. These consistent messages mean that children are also gaining an understanding of risk and safety measures. As a result, children are supported to acquire the skills needed 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 and staff visit local schools to share information with the teachers. This means that children's move to school is well supported.

Staff teach children about healthy lifestyles as they encourage children to, 'rub' 'rub' 'rub' when washing their hands to promote positive hygiene practices. Staff discuss healthy foods with children as they choose from a healthy snack of fresh fruit and crackers and children help themselves to water or milk. Furthermore, a variety of healthy foods are displayed in the designated snack area to further promote children's understanding of healthy foods and drinks. Children have regular access to the outdoors where they are able to run around, ride bikes and roll tyres. As a result, children's health and well-being are well supported. Furthermore, staff take children on outings in the local area. For example, staff recently took the children to the local post office to buy stamps, they went for an autumn walk and the staff also plan an annual outing to a local farm. This means that children's physical health and well-being are supported well.

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

The manager is a very competent leader, mentor and motivator for the staff team and is actively supported by her deputy. As a result, staff have confidence in the management team. The manager understands her role and responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage and a range of policies and procedures are used to effectively support the smooth running of the pre-school. For example, effective safe recruitment procedures are in place, which mean that staff are suitably checked and vetted before they are appointed. Staff are trained in child protection and are confident to describe any potential indicators of abuse and the correct procedures to follow if they have any concerns about children's welfare. The environment is safe and secure and regular risk assessments are completed, the pre-school has a secure entrance and visitors have their identity verified. As a result, children are well protected.

The manager monitors the delivery of the educational programmes. The pre-school staff are experienced and well-qualified and have a thorough understanding of how children learn. Activities are planned to excite and challenge children and are meaningful to promote children's learning and development. For example, observations of children undertaken by staff are used to plan for children's next steps of development. Staff are able to identify any gaps in children's learning to ensure that appropriate intervention is implemented. As a result, children are developing well and are making good progress in relation to their starting points. Staff are passionate and are committed to continually improve their practice and attend many training courses. Furthermore, staff benefit from five internal training days per year. Staff performance is evaluated through regular appraisal, supervision and peer to peer observation. This means that all staff know the expectations of their role and are supported to continue to enhance their 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. For example, the manager identified the outdoor area as an area to improve. She uses feedback gained from staff, parents and children to improve the service they provide. For example, parent representatives and children's consultation groups provided suggestions to improve the outdoor learning area. The manager has included this feedback in her development plan and plans to use this feedback to implement the changes. The manager and special educational needs and/or disabilities co-ordinator have established extremely secure relationships with external agencies. Consequently, staff are well supported to implement early intervention and are confident to make referrals for additional support to meet all children's needs. Staff have extremely positive relationships with parents and value their feedback. Information is obtained and shared through effective strategies, such as, face-to-face meetings, parent questionnaires, daily diaries, social media and parent notice boards. Parents share in children's ongoing assessment and feel thoroughly involved and informed about all aspects of their children's care, learning and development. They comment that the pre-school is 'absolutely fantastic' 'terrific' and 'excellent'.

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

Unique reference number	EY360030
Local authority	Stockport
Inspection number	863620
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	55
Name of provider	Bramhall Methodist Church
Date of previous inspection	07/03/2011
Telephone number	07905774217

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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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