

First Steps Orrishmere Pre-School

Scout Headquarters, Warwick Close, Cheadle Hulme, Stockport, SK8 5NN

Inspection date

02/12/2014

Previous inspection date

03/11/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

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, together with her staff team, provide a highly stimulating environment with child-accessible resources that promote learning and challenge children both in the inside and outside areas of play. Therefore, children flourish in the very well-organised, safe, welcoming and inclusive environment, which is highly motivating and inspiring.
- The manager is extremely committed to developing and improving her provision. She evaluates and monitors the staff's practice exceptionally well and takes highly effective steps to ensure outcomes for children are rich, varied and imaginative.
- Staff are highly sensitive to the emotional needs and care routines of all children. This helps them to form very strong attachments with all children, supporting their emotional well-being.
- Leadership is inspirational. An astute and well-targeted programme of professional development always focuses on the impact for children, which means that the manager and her staff are able to ensure all of them make excellent progress from their starting points.
- Exceptional partnerships with parents, carers and other professionals are fully embedded. This means that children have continuity in their care and learning and are very well motivated to learn.
- Safeguarding is outstanding. Staff give consistently high levels of priority to the safety of children and effectively supports their growing understanding of how to keep themselves safe and healthy.

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 toured the whole of the indoor area of the pre-school. She observed activities in the hall, in the outside garden and the interaction and learning between staff and children.
- The inspector checked evidence of the suitability and the qualifications of staff working with 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. Discussions took place between the staff, children and the inspector 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

First Steps Orrishmere Pre-School was registered in 1992 on the Early Years Register. It is a committee led, charity run pre-school, which operates from the scout headquarters in a residential area in the Cheadle Hulme area of Stockport. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. There are currently 43 children attending, who are in the early years age group. Children attend for a variety of sessions. The pre-school is open Monday to Friday, from 8.30am to 3.30pm, term time only. The pre-school employs eight members of childcare staff. Of whom, four hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. The pre-school receives support from the local authority early years advisory team. The pre-school 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:

- enhance and build on children's already excellent literacy skills, for example, by providing print in the outdoor environment.

Inspection judgements

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

The manager and her staff have an outstanding knowledge of the learning and development requirements of the Early Years Foundation Stage. The teaching methods she adopts along with her staff, ensure that children make extremely good progress in their learning. They use their superb understanding of the characteristics of effective learning to successfully teach and inspire children across all seven areas of learning. The manager leads her staff to expertly deliver highly effective programmes of education to meet the specific needs of each individual child. All staff take ownership of their individual children and build interesting and motivational learning activities that they know they will enjoy. For example, members of staff build highly effective story sacks with books. Children are eager to take part and listen to the story while re-enacting scenes using small world figures. They remain motivated for long periods of time because the member of staff captures their imagination and asks questions, which extend their thinking. Staff support children's language development skilfully by modelling sentences and building on what they already know. This develops their communication and language skills effectively and children learn about the world around them. Children identified as having special educational needs and/or disabilities are fully supported in one-to-one groups, building up their abilities for the best possible outcomes. Consequently, children build up excellent learning strategies ready for school.

The planning of children's learning is exceptional. Staff members build up a picture of how their individual children understand and use different strategies to implement their next steps of learning. Festivals and religious celebrations for children, who speak English as an additional language are inclusively explored, for example, Persian New Year. Festivities involving the local community are celebrated, for example, by a lady, who visited, was celebrating her 100th birthday. Children asked questions about her childhood and play. Also, toys depicting her childhood were sought and shown. This encouraged inquisitiveness and children extended their knowledge of the world around them. Photographs displayed around the hall encourage children to talk between themselves to re-visit their learning. Children talk excitedly at activities, which they have taken part in or visits they have made. For example, family fun days. Children's progress is monitored very closely. Individual key persons observe their children's learning comprehensively and build on their interests, taking into account the views of their parents. Information gathered from parents when children first start attending and the unique settling-in process bespoke to each child, makes sure they are involved from the start. Members of staff meet with parents periodically to inform them of their child's progress. Communication and learning books between children's carers, family and the pre-school, shows a build-up of interactions to ensure learning is delivered from all parties surrounding the child. As a result, children receive the highest possible learning outcomes from all parties involved in the child's life.

The hall, which the pre-school operates in, is warm and spacious. There are large amounts of space for children to engage and take part in activities, which incite their interests. There are numerous displays around the room, which show children's achievements of learning. The table displays encourage children to think about the world around them, for example, the autumn display shows highly stimulating examples of resources for children to independently investigate. Phonics tables encourage children to blend words and word patterns with staff, talking about the 'cat on the mat' or the 'stick on the brick'. Staff ask questions, which encourage children to think before answering and quick direct questions to gather their thoughts. This builds on communication and language skills to progress their learning. Children have plenty of opportunities to build on their mathematical development, for example, by using rulers, calculators and counting objects with staff teaching separation and differentiation. Children independently use the computer to improve their information and communication technology skills. The programmes provided are stimulating and challenge children to develop observational and social skills, sharing and taking turns. Staff talk with children constantly to encourage language skills and identify any issues with speech and language. There is an abundance of opportunities for children to engage in a rich environment in the outdoors. Children roll conkers down drainpipes to investigate gravity or build dens under the trees, developing imaginative skills. They make marks using chalks and dig and grow plants. They create mud pies in the outdoor kitchen or hunt for bugs in the wood and leaves. However, there are fewer opportunities to extend children's already excellent literacy skills as there is not as much print in the outdoor environment.

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

The well-being of children is at the forefront of the pre-school's ethos. Children appear very confident in their surroundings and are not afraid to ask for resources, which they require. Children are very independent, taking themselves to the bathroom or preparing tables before snack time. Children's expectation of their own behaviour is impressive. During register time, children discuss the rules of the pre-school, taking ownership of the conversations themselves, also, all of them actively contribute to the discussion. As a result, behaviour is superb because children know what is expected of them. All staff actively contribute to raising children's self-esteem. Children's emotional development is superbly supported by the highly skilled and caring staff, who work with them. They are attentive to key children's needs and skilfully implement appropriate support because they know them exceptionally well. A considerable amount of praise is given. Staff have cuddles with children when they feel upset and embolden them to achieve using motivational talks and actions. Strong key-person relationships with each child and their family builds up a mutual trust, which ensures children remain emotionally secure. Therefore, children and families are fully supported and they flourish.

The routine at snack time motivates children to become independent. They take turns to be a daily helper. They offer food to other children, who self-select from plates and prepare food if necessary, learning vital personal skills, such as cutting. Children pour their own drinks from jugs and clear away after they have eaten before they engage in their play. Snack times are social occasions where children chat with each other and discuss topics that matter to them. Members of staff fully support children's conversations and offer suggestions to teach them how to be healthy. 'You've got strong muscles!' starts a conversation, which centres around healthy lifestyles. 'Tell me what you did the other day!' enables staff to learn more about children's home lives. Care routines are meticulously followed. Staff members demonstrate good hand-washing techniques in the bathroom and routines are followed from parents to promote toileting needs. They expertly highlight areas of danger and prompt children to keep themselves safe. For example, when children walk on the wooden balance beams in the garden, a member of staff says, 'Just remember, it's been raining. Watch the wood isn't slippery!' Consequently, children learn vital personal skills in a relaxed atmosphere and the possible dangers of taking risks.

There is an abundance of resources to promote physical development in the outdoor environment. Children support each other, helping to make marks on the chalkboard. They create waterways using bowls and drainpipes or play music on the pots and pans hanging from the fence. Children use binoculars to look for the wildlife in the woods and listen to the stream 'merrily dancing down towards the river'. Parents come into the pre-school and support children, learning how to grow plants using the resources available. Children create wonderful imaginative shows in the outdoor classroom. Wind chimes play music when the wind blows and the numbers hanging up encourage children's curiosity of mathematics. Children build on their personal skills by putting on coats and wellingtons independently. They go for walks looking for print in the environment and watch the planes as they prepare to land at the nearby airport. As a result, children quickly further their physical development and make outstanding progress towards the early learning goals.

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

Safeguarding plays an important part in the focus of the pre-school because all staff have an exceptional understanding of the in-depth policies and procedures, which are in place. The manager firmly embeds a cycle of safeguarding reviews through effective supervisions and understands the safeguarding and welfare requirements of the Early Years Foundation Stage well. All staff have an exceptional understanding of child protection procedures and the process to follow in the event of a disclosure. This ensures that children are safeguarded well. Fire evacuation is practised monthly and the fire brigade visits to talk to children about dangers in the home. All volunteers are suitably checked to ensure they are suitable to work with children and the manager makes certain that they have an excellent understanding of how the pre-school operates. As a result, children play in an extremely safe and secure environment.

The leadership of the pre-school is inspiring. The manager has the vision and inspiration to provide the best possible outcomes to improve children's life experiences. She has a robust recruitment process, which ensures that appropriate people are employed and confirms their suitability by carrying out rigorous employment checks. Inductions for all staff, including students and volunteers, allow them to fully recognise and understand the expectations of their roles and responsibilities. Regular supervisions ensure staff continue to provide the best possible learning outcomes for children. The manager continually evaluates the practices of the pre-school. Her self-evaluation of all aspects in the delivery of the educational programmes is exceptional and she recognises and understands how to improve the pre-school. For example, the manager has now improved the monitoring of progress of children through the help of a local authority online package. Highly comprehensive monitoring of practice allows the manager to fully support her staff to identify and improve performance. The manager develops in-house training. Also, staff and students attend regular staff meetings to feedback on any recent training, which they have attended. All staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage and demonstrate this through highly effective teaching.

Staff work in very close partnership with parents. Parents are invited to attend various fun days and nativity shows that children perform. Children are invited to bring into pre-school people, who are special to them and share their time, demonstrating activities they engage with. 'Dad's days' encourage male influences to play with their children and copious amounts of fundraising events are held to improve the facilities of the building. Staff have engaged with various accreditation schemes, for example, a leading parent partnership award, which improves communication and provides evaluative feedback between parents and the pre-school. The manager and special educational needs coordinator work closely with the local authority external agencies to provide exceptional opportunities for identified children. This ensures that their progress is enhanced and any gaps in their learning are quickly narrowed. Staff have set up meetings with other special educational needs coordinators to build a stronger understanding of children with special educational needs and/or disabilities. Partnerships with the local schools are excellent. Reception class teachers visit children, who are moving to school to aid the transition

process. This is reciprocated when the manager meets with the schools to evaluate the process and highlight any weaknesses in the changeover. Overall, the manager and her staff strive to develop the outstanding practice of the pre-school to further improve the learning outcomes for children.

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	307139
Local authority	Stockport
Inspection number	871816
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	43
Name of provider	Orrishmere Playgroup Committee
Date of previous inspection	03/11/2009
Telephone number	0161 4861 546

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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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