

Heald Green Methodist Pre-School

Heald Green Methodist Church, Brown Lane, Heald Green, Cheadle, Cheshire, SK8 3RR

Inspection date	06/01/2015
Previous inspection date	02/11/2011

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

- Arrangements for safeguarding children are effective. Also, clear policies and procedures are implemented that ensure children are kept safe at all times.
- Staff successfully work with parents, other professionals and agencies to support children's individual care, learning and development requirements. This contributes to the good progress that children make.
- The quality of teaching is good. Staff provide a wide range of resources and experiences, which they base around children's interests and individual learning needs. As a result, children make good progress in all areas of their learning and development.
- Managers and staff are reflective. They successfully include parents and children in their self-evaluation. As a result, positive changes continue to be embedded to support staff in improving outcomes for all who use the service.

It is not yet outstanding because

- Staff do not always fully prepare children well enough for the next stage of the routine, which means that their play is sometimes interrupted.

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 talked with the staff.
- The inspector toured the premises.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of the staff and committee members and a range of other documentation, including the staff's qualifications and the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and those spoken to on the day.
- The inspector discussed the provider's self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Helen Gaze

Full report

Information about the setting

Heald Green Methodist Pre-School was registered in 1989 on the Early Years Register. It operates from two rooms within Heald Green Methodist Church in Heald Green, Stockport. The pre-school is privately managed by a committee. Children have access to an enclosed outdoor play area. It is open each weekday from 9am to 3pm during school term time only. There are currently 38 children on roll and they attend for a variety of sessions. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. There is a staff team of six, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop systems to signal to children that it is time to change between activities, to allow them to learn to manage their own time and to finish what they are doing before moving onto the next stage in the routine.

Inspection judgements

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

The quality of the staff's teaching in the pre-school is good. This is because staff have a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The environment is rich in resources and staff arrive early to make sure that the room is well organised each day. This ensures that the room is welcoming for children when they arrive. Children benefit from a good balance of adult-led and child-led activities to support them in acquiring the necessary skills required for their next stage in learning. Staff keep records of children's achievements and make observations of them as they play. Staff interact well with children and show genuine interest in what they are doing. This helps staff to understand children's individual needs and to plan activities to support their interest. Staff implement a structured daily routine, which helps children to develop an understanding of what comes next. However, staff do not always fully prepare children well enough for the next part of the routine and they do not always give signals to tell them what will be happening, which means that their play is sometimes interrupted. Consequently, children do not have sufficient opportunities to learn to manage their own time effectively. This affects children's engagement in activities, as a result some of them show reluctance to finish what they were doing when asked to tidy away their toys.

Staff plan a range of experiences and activities that cover all areas of learning, which are fun and offer children choices linked to their interests. For example, staff create a road

with cones and arrows and provide children with buckets and sponges, telephones and dressing-up clothes, to support their enjoyment of role play. Children use the resources well to create a story about fire-fighters and race around making siren noises, using spray bottles to put out the imaginary fires. As a result, this supports children's all round development. A range of craft materials are readily available to children that encourage their creativity. For example, children use scissors to cut paper and explore paint, chalk and glue to create their pictures. Staff sensitively join in with their play and exploration and support children in extending their learning further. For example, a member of staff shows children how to make an envelope and introduces counting opportunities and mathematical language, which encourages their thinking even further. The environment is rich in displays to support children's early literacy and mathematical development. Also, children have opportunities to make marks in various ways. As a result, children are beginning to form recognisable letters and numbers and some recognise their own name. This supports children in developing their early writing skills ready for future learning in time for their move to school. Children enjoy singing and rhyme time and demonstrate that they are very familiar with the music as they confidently copy the actions and sing along to the words. This helps to support children's communication and language development.

Staff plan a range of activities that support children in developing an awareness of the wider world. Children celebrate each other's birthdays and at group time, they talk about events that take place in their home lives. They share their news and take part in show and tell activities by bringing items of their choice from home to share with others. This helps children to develop positive attitudes towards diversity, an awareness of the wider world and gain a strong sense of their own identity. There are effective partnerships in place with parents and they are complimentary about the learning opportunities available at the pre-school. Staff plan parents' evenings to share and review the progress children make, including sharing the progress check for those between the age of two and three years. Parents comment that their children are 'challenged, confident and love to learn'. Staff share children's next steps and ideas for supporting their learning at home with parents. For example, children take home daily books that detail the activities that have taken place. As a result, children benefit from continuity in their learning.

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

Staff are approachable, caring and kind. They support children to form attachments from the first day they arrive. Consequently, children are emotionally secure, happy and confident at this pre-school. Staff spend time with children and their families before they start. Also, they occasionally visit children at home to gather useful information from parents about their child's individual needs, interest and abilities. Parents accompany their children during settling-in visits to enable them to begin to become familiar with staff, other children and the environment. This helps to create a smooth transition from home to the pre-school and helps them to feel secure and safe. Due to this robust settling-in period, staff get to know children and their families well. This helps children to develop a secure sense of belonging and emotional security. Staff make sure they treat all children with respect and kindness. They speak to children in a caring and encouraging manner. Key persons ensure they spend time with their individual key children each day. This

supports children in their personal, social and emotional development and they feel well supported and confident. Staff support children with their transitions to school by inviting their teachers to visit them in their familiar surroundings. Staff provide teachers with information that outlines the progress children have made. As a result, children are prepared well for the next stage in their learning.

Children are provided with nutritious snacks prepared by staff in a designated kitchen. Staff involve parents in teaching children about healthy eating. For example, staff display posters and provide parents with information and ideas for a healthy lunchbox. As a result, parents provide children with sandwiches, fresh fruit and yoghurt. This helps to support children to understand about the foods that are healthy. Staff teach children about good hygiene practices and they learn to wash their hands before eating and after messy activities. Children's good health is further promoted through their regular access to fresh air and physical exercise. Staff often use the large field for running and large group games. They make good use of the indoor space to provide a variety of resources to support children's physical skills. For example, children ride around on wheeled toys and use the climbing equipment and balancing beams. Gentle reminders from staff ensure that children have a growing sense of how to keep themselves safe from harm. For example, they understand that while riding around on bicycles, they must ride in the same direction to avoid bumping into their friends. This helps to promote a safe environment where children feel comfortable to take part in activities.

Children are confident in their surroundings and they have access to a wide variety of interesting resources. They make choices about the things that they want to play with and enjoy and achieve what they set out to do. Staff arrange the equipment, so that children can access all resources independently. For example, staff label equipment with pictures and words, so that children know where to find them. Staff build children's self-esteem through praise and encouragement and by displaying their artwork on the wall. Staff have high expectations of all children, as a result all of them are always willing to 'have a go'. For example, they put on their own coats independently, encouraged by staff and manage toileting on their own. Staff demonstrate a consistent approach to managing children's behaviour. As a result, children demonstrate kindness and share the things that they are playing with. For example, while a child is waiting for a turn on the bicycle, another child offers them theirs. This demonstrates children are developing good sharing skills and they are developing skills for future learning.

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

Leadership and management are good. Managers demonstrate a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They are fully aware of their responsibilities in ensuring the safe and efficient management of the pre-school. Robust safeguarding procedures and recruitment of staff help to keep children safe. This includes systems for checking the staff's and committee members suitability to work with children through Disclosure and Barring Service Update Checks, evidence of which were available for inspection. Staff have undergone safeguarding training and

demonstrate that they are confident in understanding the action, which they would take in a potential safeguarding issue. Staff deployment is effective to ensure those with first-aid training respond to accidents and emergencies efficiently. This helps to keep children safe. Consequently, procedures and practices to promote children's safety and welfare are effective.

The management team are reflective. They have a well-embedded system in place to evaluate the provision, resulting in positive changes being implemented. Since the last inspection, previous recommendations have been fully met. Parents share their views through daily discussion with staff and regularly complete parental questionnaires. Staff value children's ideas, obtained through discussions and observations. They use these to plan interesting activities. Managers monitor the staff's planning and assessment of children to ensure they are precise and to identify any gaps in individual's learning. As a direct result of this monitoring, staff attended relevant training, for example, to further support children's mathematical development. Training has a positive impact on the staff and their ability to teach effectively. They describe how the training has helped them to understand how to extend children's mathematical development throughout all activities. Consequently, all children, including those with special educational needs and/or disabilities and those in receipt of funding are making good progress in their learning. Managers and staff show commitment to continually improving their skills and expertise. Regular supervision and peer observations of staff practice continue to be embedded to support them in improving outcomes for children.

Staff work successfully with other professionals and agencies to support children with special educational needs and/or disabilities. The pre-school's special educational needs coordinator organises network meetings within the community to bring professionals together, to share best practice, advice and support. This supports staff with helping children to make continued progress. Good links between the pre-school and other settings have been forged, including local schools. These partnerships effectively support the transition process for children. Staff have meaningful relationships with parents and ensure that they keep them up to date with information about the activities. They do this by sending out regular newsletters. A variety of social events keep parents involved in the pre-school. For example, some parents attend concerts at the end of the year and others take part in baking and story time. This helps to provide continuity of care and learning 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	307155
Local authority	Stockport
Inspection number	871817
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	38
Name of provider	Heald Green Methodist Pre-School Committee
Date of previous inspection	02/11/2011
Telephone number	077623 11604

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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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