

# Edenfield Village Pre-School

The Community Centre, Exchange Street, Edenfield, Bury, Lancashire, BL0 0QH

<b>Inspection date</b>	4 March 2015
Previous inspection date	27 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The committee and manager have not ensured that Ofsted is notified of changes to the committee, including the nominated person, in order for the necessary checks to be carried out on their suitability as part of rigorous safeguarding measures.
- Staff do not always respond quickly enough to children's observed enthusiasm during activities in order to enhance children's concentration, motivation and learning.
- The pre-school has not implemented robust methods of self-evaluation that cover all areas of practice in order to ensure that continuous improvement of the provision is supported.

### It has the following strengths

- The manager and staff have a suitable understanding of the symptoms of possible abuse of children and how to manage any safeguarding concerns they may have. Practical measures are in place to minimise risk and help prevent accidents.
- Children make good progress in their learning, including those with special educational needs and/or disabilities. They are acquiring the skills needed for their next steps in learning, including attending full-time school.
- Staff have a secure understanding of the learning and development requirements and demonstrate effective teaching skills which promote children's learning.
- The pre-school works in partnership with other settings attended by children in order to support continuity for their learning and well-being. Parents and carers are supported to participate directly in enhancing their children's learning.

## What the setting needs to do to improve further

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

- improve the knowledge of the committee and managers of informing Ofsted of significant events including any changes to the committee and the nominated person so that the necessary checks for suitability can be carried out in a timely manner.

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

- enhance staff skills to enable them to respond during activities to children's immediate interest and enthusiasm, in order to extend children's concentration and motivation to learn
- strengthen the evaluation of the provision in order to bring about continuous improvement in all areas of practice, including the organisation of the management committee, so that all legal requirements are met.

## Inspection activities

- The inspector observed activities in the main room, the outdoor area and also viewed toys, resources and equipment.
- The suitability of staff, managers and committee members were checked, along with evidence of the qualifications held by staff.
- Meetings were held with the manager of the pre-school, and the inspector also spoke to members of staff when appropriate.
- The inspector, the staff and the manager carried out a joint observation and discussed the ways in which practice in the pre-school is evaluated in order to make plans for improvement.
- The inspector also took account of the views of children, parents and carers spoken to on the day.

## Inspector

Jennifer Kennaugh

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

All staff employed by the pre-school are qualified to at least level 3 in childcare, and this has a positive impact on children's progress. This is because staff implement their skills and knowledge effectively in order to promote children's learning. The pre-school has detailed methods in place to follow children's progress in all seven areas of learning, and consequently, staff are able to identify where children need support in order to close any gaps in learning. Key persons have a secure knowledge of children's learning needs and use this effectively in order to tailor activities to support their progress. Children, therefore, receive a balanced and individual educational programme that covers all seven areas of learning. Children clearly enjoy whole-group activities, such as when they participate in percussion sessions, action songs and dance. This supports their enjoyment of creative activities, as well as enabling them to experience rhyme and rhythm as part of their learning in literacy. They listen to favourite stories read by staff, developing their enjoyment of books. However, staff do not always respond rapidly to children's observed interests in order to sustain their concentration and maximise learning. For example, when children clearly enjoy the use of a large puppet during a music activity, staff do not respond quickly by extending its use beyond what they have planned.

### **The contribution of the early years provision to the well-being of children requires improvement**

Staff teach children about the foods that contribute to a healthy lifestyle and how to maintain good dental health so that they learn self-care skills. Staff also explain to children why having clean hands is important as part of teaching children good personal hygiene. Children enjoy daily outdoor play and use a range of equipment to develop their whole-body co-ordination. They are able to take small risks and learn what affects their safety and that of others. Staff praise children for their successes and display their artwork, which raises children's self-esteem. Children have a number of opportunities to learn to be independent and help their friends, such as by serving drinks at snack time.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The staff and the manager have undergone checks on their suitability to work with children and this information is recorded. However, some committee members have not been checked for their suitability, as Ofsted has not been notified of changes in committee members. This is a breach of the Early Years Register and Childcare Register requirements. These committee members do not work directly with the children. Consequently, the impact of this lack of robust safeguarding practice is minimised. All staff have valid qualifications in paediatric first aid to support children's welfare. Their training priorities are identified through the evaluation of the changing needs of children attending the pre-school, in order to tailor staff knowledge and practice to these. However, evaluation has not been sufficient to ensure that prompt action is taken in order to meet all legal requirements.

## Setting details

<b>Unique reference number</b>	309294
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	867859
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Edenfield Village Pre-School Committee
<b>Date of previous inspection</b>	27 January 2011
<b>Telephone number</b>	07748 083 009

Edenfield Village Pre-school first opened in 1993 and is situated in Edenfield, Lancashire. The pre-school operates from 9am to 3pm on Tuesdays to Fridays during term time only. There are three staff including the manager, who are all qualified to at least level 3 in relevant subjects. The pre-school provides funded, early education for two-, three- and four-year-olds. It supports a small number of children with special educational needs and/or disabilities.

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