

Christopher Robyn's Pre-School

The Guide Hut, 1 Mill Lane, Woodley, Stockport, Cheshire, SK6 1QJ

Inspection date

08/01/2015

Previous inspection date

23/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff's relationships with parents are supportive and effective, resulting in opportunities for parents to share information about their children and to become actively involved in their children's learning.
- The owner and manager's effective use of self-evaluation helps them to monitor the educational programmes, to identify strengths and areas for further improvement.
- Children are helped to feel safe and secure by caring and supportive key persons, who know them well. This helps children to feel settled and confident to explore their environment.
- The environment is well resourced and teaching is good. This results in children who are actively involved in their learning and who make good progress.

It is not yet outstanding because

- Children are not always given enough time to answer questions posed by staff, to support them even further in becoming creative and critical thinkers.
- Children are not always encouraged to lead their own play, to further support their self-esteem and confidence in expressing their own ideas, thoughts and opinions.

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 viewed the areas of the premises and garden used by the pre-school.
 - The inspector carried out a joint observation with the manager.
 - The inspector discussed the provider's self-evaluation.
 - The inspector observed activities in the pre-school and talked with the staff.
 - The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of the staff, and a range of other documentation, including the safeguarding procedures.

Inspector

Helen Gaze

Full report

Information about the setting

Christopher Robyn's Pre-School was registered in 1998 and is privately owned. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a community room within a guide hut, in the Woodley area of Stockport. There is one main playroom, separate kitchen and toilet areas and an area for outdoor play. The pre-school serves the local area and is accessible to all children. It is open from Monday to Friday, 9.30am to 3.30pm, during term time only. Children attend for a variety of sessions. It receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports a number of children with special educational needs and/or disabilities. There are currently 26 children on roll. Four staff work directly with the children, three of whom hold a childcare qualification at level 3. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- provide more time for children to respond to questions, to further support the development of their creative and critical thinking skills
- extend opportunities for children to lead their own play, to further support their self-esteem and confidence in expressing their own ideas, thoughts and opinions.

Inspection judgements

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

Staff focus on providing children with learning experiences that meet their individual needs and interests. Since the last inspection staff have implemented a system for gathering children's starting points from parents. As a result, staff use this information to plan interesting activities based upon children's current learning needs. Staff observe children, as they play and use the information to plan for their next stage in learning and this helps them to gain the necessary skills required for future learning at school. Staff share the progress children make with parents at regular parents evenings, including sharing the progress check for children between the age of two and three years. This ensures that staff quickly identify any need for early intervention to close any gaps in individual children's achievement. As a result, all children, including children with special educational needs and/or disabilities and those in receipt of funding, make good progress in their learning.

Staff provide resources that engage and motivate children and this helps them in acquiring the vital skills to becoming active learners. Children enjoy being creative and they

particularly enjoy playing in the sand. Staff are supportive in their interactions with children, which means children are always willing to 'have a go'. For example, staff encourage children to practice their writing skills in the sand using pencils and sticks and they help children to find the letters in their name. Staff use open-ended questions during this activity to encourage children to think of ways to make marks in the sand that represent numbers and letters. However, children are not always given sufficient time to respond to questions posed by staff before providing the answer. This means that at times children are not fully supported to become creative and critical thinkers. Children develop their physical skills using ride-on toys and climbing equipment. They practise throwing balls in the outdoor area and have fun throwing them into buckets. As a result, children develop increasing control over an object and enjoy the time they spend outdoors.

Staff provide good levels of dialogue as children play. They talk to children on their level and listen carefully to what children say and repeat this back to them, correctly modelling language. Staff encourage children to 'have a go' when they introduce new words during activities and give high praise to children for their efforts. As a result, all children engage in conversation confidently with staff and peers. Children develop their communication and language skills effectively, as they actively participate in song and rhyme time and enjoy reading in the tent in the quiet area. Staff enhance the educational programmes even further and widen children's experiences of the wider world. For example, children visit the businesses in the local area, such as the local internet cafe. This provides children with opportunities to use the computers, as they gain a sense of the wider world and learn to operate simple computer programs.

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

The key-person system is strong and staff are supportive and caring, which provides children with a secure sense of belonging. Children arrive happy and ready to learn. They quickly join in with play and demonstrate the secure relationships they have with staff and peers, as they chat happily about their home life. Staff show genuine interest in children and their families and they spend time talking to parents as they arrive. These relationships have grown since the initial settling-in period, during which staff get to know children and their families and gather all the relevant information they need about children's family background. Staff use the information gathered from parents to tailor their support to children. For example, staff sensitively involve other professionals, such as, speech and language therapists and educational psychologists, to meet the needs of children with special educational needs and/or disabilities. As a result, this helps staff support all children in developing the skills they need in readiness for school when the time comes.

Staff manage children's behaviour effectively and consistently. They apply agreed strategies to promote children's positive behaviour, and often use stickers as positive reinforcement. Staff give clear explanations for what is acceptable behaviour and consequently, children behave very well. Children learn about keeping themselves safe and how to take safe risks, as staff supervise them appropriately and provide clear messages to remind children of their safety. For example, during an activity where children jump on cushions, staff remind children about making sure they are far enough away from

the wall, so as not to bump their head. Staff also teach children about the importance of good hygiene practices, such as, hand washing, and this is securely embedded into the routine. The facilities in the bathroom are accessible to children, helping them to become independent in their self-care. Staff provide children with healthy and nutritious snacks and fresh water is available throughout the day. Staff talk to them about the foods that are good for us and how they will grow big and strong. Children's good health is further supported through regular opportunities to enjoy fresh air and exercise.

The environment is well thought out and inviting. This is because staff arrive early to set out the activities before children arrive. As a result, activities provide children with opportunities across the seven areas of learning and development. Children are independent and enjoy choosing freely the resources they want to play with. Staff join in children's play and engage with them on their level. However, occasionally staff provide too much direction during activities. As a result, this does not best support children to develop confidence in expressing their own thoughts and ideas, thus also enhancing their self-esteem. Children develop a strong sense of belonging, because staff display their art work attractively and each child has their own coat peg.

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

Managers have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, resulting in robust policies and procedures for safeguarding children. All staff demonstrate a good awareness of the reporting procedures for if they had a concern about a child's welfare, and they confidently talk about the possible signs of abuse and neglect. As a result, this helps to keep children safe from harm. The management team have secure procedures in place for the safe recruitment of staff, including systems for checking the suitability of the staff through Disclosure and Barring Service Update Checks. Security is effective because staff are vigilant. Safety measures are in place to keep children safe, including securing a place for children to play outdoor by placing temporary and portable fencing each day around the grassed area at the front of the premises, enabling children to use the outdoors safely. Since the last inspection the proprietor and manager have made changes to address the previous actions. For example, systems for risk assessing the premises are now more effective and staff confidently talk about risk assessing outings within the community, including knowing when it is necessary to have written risk assessments. This ensures the areas used by children are safe and secure and free from potential risks. Staff have implemented a more robust system to record children's attendance, detailing children's time of arrival and departure on daily registers. Furthermore, the system for dealing with complaints is now clear and managers display information for parents about how to report any concerns. Therefore, the previous actions raised are fully met.

Staff show good understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. They use their good knowledge to evaluate their provision consistently, which demonstrates the systems for self-evaluation are well-embedded. Managers and staff effectively identify areas of strength and areas in need of further improvement. They also gather parents' ideas through ongoing

discussions. For example, following discussions with parents about children's enjoyment at the pre-school, staff introduced a visual cue board with pictures of the resources, to allow children to choose the things they wanted to play with. As a result, this enabled staff to offer children more choice each session. The proprietor and manager work directly with staff, which helps them to oversee performance, offer support and guidance and to identify further training opportunities. Consequently, staff feel well-supported and receive regular training and feedback about their personal effectiveness. Further monitoring is in place to oversee the planning and assessment of individuals and groups of children. As a result of this tracking of children's development, managers and staff are able to identify gaps in children's learning quickly and seek professional help where needed.

Staff encourage parental involvement and provide many opportunities for parents to attend events, meetings and outings. Staff regularly hold parents' evenings to share the progress children make and successfully involve parents in their child's learning. For example, staff send home learning diaries that highlight what children have done well and outline their next stage in learning. Parents comment on their children's achievements and include their own observations of what their children can do at home. This provides continuity in children's learning and helps staff support all children to make continual and good progress in their learning. Staff regularly attend network meetings to share best practice and receive advice and support from the local authority advisory teacher. Partnerships with teachers at the local school are supportive and staff share information on individual children's progress in readiness for their move to school. This helps to provide continuity in their learning.

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	501467
Local authority	Stockport
Inspection number	819325
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	26
Name of provider	Sharon Beverley Dalton Daniels
Date of previous inspection	23/11/2011
Telephone number	07967 268499 07817962193

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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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