

Preston Brook Pre-School

Preston Brook Village Hall, Sandy Lane, Preston Brook, Runcorn, Cheshire, WA7 3AW



Inspection date

13 March 2015

Previous inspection date

6 October 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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 does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- The provider has failed to inform Ofsted of changes to the committee. Consequently, Ofsted have not been able to make a full assessment of suitability for all members of the committee.
- Current arrangements do not enable all parents to contribute to their child's initial assessments. Consequently, staff do not always obtain a balanced view about children's existing skills when they start at the setting.
- Highly successful strategies are not yet fully in place to support children as they move onto the next stage in their learning, such as school.

It has the following strengths

- Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children take part in a range of activities which help ensure they make good progress.
- The quality of teaching is good. This is because staff observe children closely in order to assess their individual needs and learning styles, which they then use to plan purposeful next steps, which promote children's learning.
- The key-person system supports children's social and emotional well-being. Staff and children have built positive relationships together. Consequently, children behave well and demonstrate a sense of security in the setting.
- Children's health is well supported. Children independently follow hygiene routines and enjoy regular physical exercise and healthy food options for snack.
- The manager is dedicated to the ongoing development of the setting. She ensures that effective arrangements for the evaluation of practice include the views of parents, staff and the committee.

What the setting needs to do to improve further

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

- enhance the exchange of information gathered from parents about what children already can do before they start and use this shared knowledge to complement the identification of their initial assessments
- extend the support provided to children in preparation for their move to school, for example, by including additional props, such as uniforms and images, to promote familiarity with changes to routines and a new environment.

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any member of the committee (compulsory part of the Childcare Register).

Inspection activities

- The inspector viewed the areas used by the children. She observed activities in the main hall.
- The inspector discussed the self-evaluation, which was shared at the inspection and sampled policies and procedures, such as the safeguarding policy and staff files.
- The inspector undertook a shared observation with the manager. She held discussions with the chairperson of the committee, the manager and staff at appropriate times.
- The inspector took into account the views of parents and/or carers and children spoken to on the day.
- The inspector looked at children's learning journals and registration records. She checked for evidence of suitability and qualifications of staff, including paediatric first-aid.

Inspector

Hilary Boyd

Inspection findings

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

Staff have a good knowledge of the children who attend. They meet with parents before children start to discuss individual care routines and interests. However, current arrangements for gathering information about children's existing skills do not ensure all parents contribute. Children enjoy leading their own play, as well as participating in an extensive range of planned activities. As a result, children remain motivated in play. Staff show interest and enthusiasm as they play with children, for example, they eagerly join children on a shape hunt. Children develop early mathematical skills as staff talk about the shape and size of resources. Children's communication and language skills are effectively promoted. For example, stories are brought to life as children are encouraged to move their bodies and imitate the sounds of different characters. Consequently, children are developing the skills which promote their future learning.

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

Children arrive happy and are warmly greeted by staff. The organisation of the environment ensures resources are stimulating, yet developmentally appropriate to meet the varying needs of children. Their emotional well-being is promoted through positive interactions with staff. For example, staff stay close to the youngest children involving them in group activities, such as music time. Children develop their physical skills as they access resources both indoors and outdoors. External visitors provide additional opportunities for children to take part in planned movement sessions. Children learn about various aspects of the wider world. For example, staff use electronic tools to help children learn about characteristics of living creatures. Partnerships with other providers help to ensure information is exchanged between them. This helps to promote their continuity of care. However, staff have not yet considered the use of additional props, such as uniforms to prepare children further for the next step in their learning, such as their move to school.

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

The provider has failed to notify Ofsted of changes to members of the committee within the prescribed timescale. As a result, Ofsted have not been able to make a full assessment of their suitability. However, the impact on children's safety is minimised because they are not left unsupervised with children. Recruitment procedures ensure all staff working with children are suitable. Staff are able to identify the possible signs of abuse and neglect, and understand the reporting procedures. There is an ongoing programme of professional development for staff. For example, staff meetings, supervisions and observations of their performance, contribute towards the ongoing evaluation of practice. Attendance at training helps staff to improve their knowledge and evaluate the quality of teaching provided. The manager analyses children's assessment records and uses this information to inform practice. Partnership with parents and other professionals helps to ensure children who require early intervention receive appropriate support.

Setting details

Unique reference number	303480
Local authority	Halton
Inspection number	867461
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	25
Name of provider	Preston Brook Pre-School Committee
Date of previous inspection	6 October 2009
Telephone number	07704 168712

Preston Brook Pre-School was registered in 1998. The setting employs four members of childcare staff. Of these, all hold appropriate early years qualifications, which vary from level 2 to level 6. The setting is run by a committee. The setting opens from Monday to Friday, term time only. Sessions are from 9.30am until 12.30pm, from Monday to Friday, extending to 1.45pm every Monday and Wednesday. The setting provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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.

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