

# Inspection of Elm Road Pre-School

Elm Road, Gatley, Stockport, Cheshire SK8 4LY

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Inspection date:

20 October 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

On the day of the inspection, it was found that not all of the committee members for the pre-school have had their suitability checks completed by Ofsted. While this reflects on the quality of the leadership and management of the pre-school, it does not have an impact on children's well-being. This is because committee members do not have a role in looking after children on a daily basis.

There are some weaknesses across the pre-school. The poorly designed curriculum means that not all children receive a rich quality of education. Staff do not ensure that children experience broad and suitably challenging opportunities to learn. While activities reflect children's emerging interests, educational programmes are narrow, and the next steps identified by staff are not always appropriate. Furthermore, staff do not gather precise information about children's existing skills and abilities so they can plan for children's sequential learning.

Generally, children demonstrate positive attitudes to learning. They arrive happy and are content. They are safe and secure in the pre-school and enjoy attending. Staff are sensitive to children's emotional needs and are kind and caring in their approach. They offer lots of cuddles and reassurance, which helps children to settle and develop positive relationships.

## **What does the early years setting do well and what does it need to do better?**

- The provider has not followed the correct procedure to ensure that Ofsted are informed of the individuals associated with the registration. However, following the inspection, the nominated individual took swift and appropriate action to rectify this issue.
- The activities available to children reflect some of their emerging interests. For example, staff set out trains for children to explore. However, activities are not presented in a way that promotes and challenges learning because the curriculum is poor and lacks breadth across the seven areas of learning. Not all staff have a clear understanding of the learning intentions behind some of these opportunities.
- Staff have not consistently undertaken progress reports for children aged two, as required. This lack of assessment results in poor monitoring of children's learning. This means that, for some children, effective action cannot be promptly taken to address any emerging gaps in their learning. Furthermore, staff do not gather precise information about children's existing skills and abilities when they first start. Without this information, staff are unable to plan purposely and identify appropriate next steps to support children's sequential learning.
- The manager and staff team work together well. Staff feel supported in their role and enjoy their work with children. However, they do not benefit from

robust and purposeful guidance to help them improve their practice. Some longer-serving members of the team have received supervision meetings. However, the manager does not provide all staff with critical reflection and clear targets to help develop the quality of their practice. Staff have completed mandatory training, but they have not had the chance to explore further professional development opportunities.

- Children have a narrow experience that does not fully promote their understanding of people and communities different to their own. Staff are unclear how to help children understand about difference and diversity and, as such, learning opportunities are weak. That said, children play harmoniously together and are beginning to show kindness and concern for one another.
- Children are developing some independence and self-care skills. For example they pour their own drinks at snack time and help to tidy away resources. Older children wash their hands independently and attend to their personal needs successfully. Some children are able to put on their own apron as they enjoy craft activities, such as, painting a ghost or creating a face on a pumpkin. Children behave well for their age and listen to the instructions given by staff.
- Children benefit from regular outdoor play. They skilfully operate wheeled toys, navigating the space available. Children enjoy playing ball games with staff as they develop their throwing and catching skills and their hand-to-eye coordination.
- Parents' comments are positive. They describe the staff team as friendly and approachable and state how much their children enjoy attending. Parents feel well informed about what their children have been doing at pre-school, and particularly look forward to the weekly social media updates that staff provide.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role and responsibility in protecting children from harm. They have attended training to ensure that their knowledge and skills remain up to date. Staff confidently describe the procedure to follow if they have concerns about a child's welfare or the practice of a colleague. They know how to escalate their concerns and the appropriate agencies to contact. Staff deploy themselves well and supervise children at all times. They complete risk assessments to minimise any potential hazards and ensure that the space available to children is safe and suitable, including the dedicated outdoor area.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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implement a broad and ambitious curriculum and help staff to understand the overarching curriculum intent and what they want children to learn from the activities provided	28/10/2022
ensure that all staff receive effective and regular support and guidance, including purposeful supervision sessions, observations of practice and training opportunities, to improve the quality of education for children	28/10/2022
make certain that the required progress check for children aged between two and three years is completed and shared with parents consistently	28/10/2022
ensure that the next steps identified in children's learning are appropriate and support sequential learning.	28/10/2022

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

- gather precise information about children's existing skills and abilities to enable staff to plan appropriately from the outset and support children to make good progress
- strengthen opportunities for children to learn about the wider world around them and their place within society.

## Setting details

<b>Unique reference number</b>	307137
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10257249
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Elm Road Pre-School Committee
<b>Registered person unique reference number</b>	RP908684
<b>Telephone number</b>	07780 830 464
<b>Date of previous inspection</b>	26 April 2018

## Information about this early years setting

Elm Road Pre-School registered in 1993. The setting is managed by a committee and employs five members of staff, four of whom hold an appropriate early years qualification between levels 2 to 4. The pre-school opens Monday to Friday, term time only, and sessions are from 9am to midday. A lunch club is also provided until 12.45pm. The pre-school provides funded early years education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Karen Cox

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- A joint observation of an activity was carried out with the manager.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.
- Documentation was considered throughout the inspection, including evidence of the suitability of staff, qualifications and first-aid certificates.

We carried out this inspection 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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