

Inspection of Elm Road Pre-School

Elm Road, Gatley, Stockport, Cheshire SK8 4LY

Inspection date: 19 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are settled and play happily in this pre-school. They make good progress across the seven areas of learning and development. This is due to leaders and staff having high expectations for all children. Children enjoy playing with dough and sand. This helps them to develop the different muscles in their hands ready for early writing skills. Other children have a great time playing in the secure outdoor area. They practise their balance and coordination as they move around on bicycles and different ride-on toys.

Children behave well in this pre-school. Staff support children to learn how to share, take turns and manage their own conflicts. Furthermore, children learn how their behaviour can impact others. Children work together as a team to make different garages with blocks for their toy cars. Staff are close by to support children when things do not go to plan. Children persist and show good levels of engagement. Children enjoy a healthy snack of fruit and yoghurt, together at the table. Staff sit with children and make the experience a sociable one. Children chat happily to staff and their friends. This supports children with their communication and language development. Children develop strong bonds with their key person. This supports their emotional well-being.

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

- Leaders have a clear curriculum intent in place. Staff plan experiences that support children to learn new skills, as well as build on what they already know and can do. They have clear next steps for each of the children in their key group. For example, children learn about how their fingerprint is unique to them. They have a go at making the pattern of their fingerprint on paper using paint. Children then explore the characteristics of their finger print with a magnifier glass. However, staff do not always consider the different ways children learn when they plan focused activities. Therefore, at times, some children lose interest quickly and move on.
- Leaders and staff support children to learn about their own cultures and the different cultures and ways of life of their friends. This supports children to learn about the diverse world around them. Furthermore, staff support children to learn about people who can help them, such as the emergency services and dentists. Children have visited the local dentist and have learned about the importance of dental hygiene. Staff support children to learn about their local community by taking trips out to meet new people. This supports children's personal, social and emotional development.
- Staff support children to make good progress in their speech and language development. Staff hold purposeful interactions with children about what they are doing in pre-school and their experiences outside of pre-school. Children

hold back-and-forth conversations with staff and their friends. Staff support children to think critically and recall past events during these conversations, such as considering what transport they will go on when they go on holiday. This helps children with their growing vocabulary.

- Leaders demonstrate that they can evaluate practice and provision and identify areas for development. They have made considerable improvements to the provision and practice since their last inspection. Children receive a good quality of education and care. Consequently, children are ready for their next stage in learning.
- Leaders and staff know the children well. They work closely with parents to ensure that strategies are applied consistently between home and pre-school. This supports children's development, in particular their behaviour and speech and language skills. Leaders and staff have good partnerships with parents. They give parents verbal feedback on their child's time at pre-school at the end of each session. Leaders work closely with parents and other professionals to support the individual needs of all children.
- New staff complete induction training, which includes paediatric first aid and safeguarding. Leaders carry out regular supervision meetings with staff. During these, staff well-being is discussed. Leaders routinely check the suitability of staff to ensure that there have been no changes in their circumstances that effect their ability to work with children. Consequently, staff morale is high, and this promotes better outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge and understanding of the nursery safeguarding policy and procedures. They are aware of the correct reporting procedures should they have a concern about the welfare of a child. Staff are also aware of how to report concerns about other members of staff. Staff know where to go to find information about the role and responsibilities of other professionals who are also involved with the welfare of children. Regular safety checks of the environment are carried out by staff to ensure that it is safe for children.

What does the setting need to do to improve?

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

- support staff to plan learning experiences that encourage the involvement and engagement of all children, taking into account children's different learning styles.

Setting details

Unique reference number	307137
Local authority	Stockport
Inspection number	10261666
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	28
Name of registered person	Elm Road Pre-School Committee
Registered person unique reference number	RP908684
Telephone number	07780 830 464
Date of previous inspection	20 October 2022

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

Suzanne Fenwick

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a planned activity with the manager.
- The inspector took account of parent partnerships and the impact this has on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability of staff and leaders.

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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