

Marple Childcare Pre-School

Rose Hill Primary School, Elmfield Drive, Marple, STOCKPORT, Cheshire, SK6 6DW

Inspection date

Previous inspection date

18/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive and feel valued, safe and happy in the highly stimulating environment, both indoors and out, as they are cared for by attentive and experienced practitioners, who know them exceedingly well.
- An excellent balance of adult-led and child-initiated activities and experiences results in children's interests being reflected. This enables every child to be a competent, enthusiastic learner and make excellent progress in their learning.
- Innovative self-evaluation procedures lead to improvements, which are well targeted and all practitioners demonstrate high aspirations for continuous quality of care, resulting in an excellent impact on the outcomes for children.
- Excellent working relationships with parents and other professionals are effectively established ensuring that children's needs are quickly identified and exceptionally well met.
- Children's safety is given the highest priority. All practitioners demonstrate a thorough knowledge and understanding of comprehensive policies and procedures, which are implemented effectively and consistently in all areas of practice.

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.

Inspection activities

- The inspector observed activities presented in the main playroom and the outdoor play area.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
The inspector met with the manager and provider of the provision and checked evidence of suitability and qualifications of practitioners working with the children.
- The provider's self-evaluation form, risk assessments and accident records and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and information included in parent questionnaires.

Inspector

Marina Anna Howarth

Full Report

Information about the setting

Marple Childcare Pre-School was registered again at new premises in 2012. It operates from a self-contained room within Rosehill Primary school in Marple near Stockport. The pre-school is accessible to all children and there is an enclosed area available for outdoor play. The pre-school is committee run and is one of six provisions managed by Marple Childcare and serves the local area.

The pre-school opens Monday to Friday during school term time. Sessions are from 8.45am until 11.45am and 12 noon until 3pm. Children attend for a variety of sessions. The pre-school is registered on the Early Years Register. There are currently 40 children on roll, all of whom are in the early years age range. The pre-school provides funded early education for two, three- and four-year-old children.

There are a total of 12 members of childcare staff; of these seven hold appropriate early years qualifications at level 3 and two members are working towards level 2 and 3. Two staff members are qualified teachers and both hold the Early Years Professional Status qualification. One member of staff has a BA (Honours) degree in Early Childhood Studies. The pre-school currently 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:

- consolidate reflective evaluation to ensure that the high quality, first-rate practice already achieved is sustained and constantly improved upon.

Inspection judgements

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

Children arrive at the setting, happy, confident and full of eagerness. They are greeted by enthusiastic, friendly, caring practitioners, who ensure daily routines are filled with fun, laughter and challenge to enable children to reach their full potential. Meticulous care and attention is placed on ensuring children are welcomed into a vibrant, stimulating and educational environment, both indoors and outdoors, which is organised flexibly and creatively. Children eagerly greet their friends and become absorbed in activities of their choice. They thoroughly enjoy circle time as they prepare to celebrate 'Pirate' day. Children proudly show off their pirate costumes and greet practitioners with expressions of 'Shiver me timbers' and 'Arr' as their names are called from the register. They participate eagerly in group registration, where they complete an interactive calendar together.

Children enthusiastically identify that today's date comprises of two numerals and identify the numbers correctly. They recognise the day of the week and explain that the weather today is 'hot and sunny' and proceed to sing the 'hot and sunny' song.

Children are animated to explore their surroundings and participate in the extensive range of resources and experiences provided for them. This enables them to access areas of their choice and locate resources offering different opportunities to extend their play and develop their independence. Children learn through hands-on experience. The stimulating environment enables them to investigate, explore and develop their ideas and interests. Resources are robust and child friendly, allowing children to explore and experiment without fear of damaging and breaking them. The day is structured flexibly. Every opportunity is used to make full use of the indoor and outdoor environment to maximise opportunities for children's progress and enjoyment. For example, children enjoy their time in the woodland area, which is affectionately referred to as the 'Dingly Dell.' They enjoy playing 'Hide & Seek' and develop their team working skills as they help to create dens using branches, wood, canes and string. Children weave string between the trees at different levels, which they crawl under and learn to become more independent. They explore a variety of living things from plants and trees to birds and discover a variety of insects, developing their understanding of the natural world extremely well. Children participate in listening games as practitioners take a variety of musical instruments into the woodland. They are actively encouraged to create their own sounds by squelching through mud, rustling through the grass and using twigs to make sounds on the trees. Children enjoy bark rubbing, pick blackberries and explore the elements in different weather conditions. Impressive support is offered to promote children's problem solving, reasoning and numeracy skills. They count, compare, match, sort and sequence confidently in all areas of their play and use language of 'bigger' and 'smaller' in the correct context when creating a variety of dough balls.

Practitioners have a clear understanding of how children learn and demonstrate high expectations of themselves and the children. They undertake purposeful observations and assessments that highlight children's individual interests and preferred learning styles. This information is used exceptionally well in conjunction with observations and experiences that parents share from home and is translated into individualised planning that clearly identifies each child's next step in learning. Practitioners frequently talk about children's home life experiences, which they incorporate into play activities. For example, memories of their home experiences are attractively displayed on the walls and children are provided with extensive opportunities to recreate scenes from their experiences, using small world resources and role play activities. Children's learning journals show the rapid progress that they are making in their learning. These are maintained to an exceptionally high standard, detailing photographs of children involved in a variety of activities, their artwork and a variety of observations, which are clearly linked to the seven areas of learning.

Practitioners are highly skilled in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. Interaction between practitioners and every child is exceptionally strong, which is highlighted in children's reactions, the excellent progress they make and the sheer delight they display.

Children are confident and prepared for their move on to school by being provided with

opportunities to meet their new teachers, both in their existing setting and through visits to their new school. They also participate in joint events together within the school the setting operates from, enabling children to become familiar with their new surroundings and meet new friends as they celebrate 'Pirate day' together. Their time spent at pre-school is acknowledged as all pre-school children participate in a leaving ceremony. This enables them to finalise their time at the pre-school in a celebratory way as it is marked as a positive occasion and achievement.

Children are exceptionally well supported to develop their writing skills, taking part in a variety of activities to promote their pencil grip. They have access to an extensive range of resources to support them to recognise letters and numbers and many can clearly write their names. Children help themselves to clip boards and label their own work. All children are secure in communicating their needs and preferences. Practitioners actively encourage the use of phonics to promote children's understanding of sounds and letters. They enthusiastically guess what's in the basket and use phonics to identify different objects. They discuss 'Sammy the sound sheep', explaining when a pan is lifted out the basket Sammy say's 'P...A...N.' Practitioners are skilled in promoting the correct use of language by telling repetitive stories, using puppets and visual aids and instigate games that involve repetition of words or phrases. They are sensitive to individual needs by using familiar phrases of home languages, which are also displayed on the walls. Gestures, signing and visual timetables are also used effectively to enhance early language skills. In addition, each wall display depicts a story of how individual children's interests have influenced their artwork and activities and includes their comments, further celebrating their use of language and promoting discussions.

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

All children show an extremely strong sense of security and belonging as they are greeted by caring, sensitive practitioners. They enter the pre-school enthusiastically, behave well and are confident and happy during the time they spend there. Effective settling-in procedures supports settling into the setting and a well-established key person system offers every child and family the opportunity to have a 'special relationship' with one practitioner. This provides parents with a familiar person with whom they can discuss their child, ensuring that every child's care is tailored to meet their individual needs. As a result, consistency of care is maintained and newly settled children receive reassurance and comfort, developing their confidence and future skills for learning.

Practitioners work closely with parents from the point of entry. They effectively use detailed information obtained to establish what children can do and define initial targets linked to the Early Years Foundation Stage. As a result, secure attachments are evident throughout the setting, resulting in an atmosphere in which children flourish. Children learn to form close relationships with their peers and work alongside others companionably. Communication friendly spaces provide quiet time to enable children to engage in discussion. They enthusiastically share resources and work cooperatively as they take turns in their play. Children explore feelings and express themselves through the use of puppets and stories and actively treat each other with kindness and respect. They are supported effectively by practitioners, who provide them with first-hand experiences to

develop their awareness of meeting the needs of others. Children's kindness is jointly celebrated through the 'happy heart' board, where they nominate their peers for acts of kindness and their photographs are displayed on the centre of the board. They understand the expectations of appropriate behaviour and follow the simple rules of the setting without being prompted. Children's behaviour is exemplary. Practitioners work exceptionally hard to include all children and treat them with equal concern. They learn to appreciate different cultures and religions through participating in the celebration of a variety of festivals. Children access a wide variety of toys and resources that reflect diversity, enabling them to respect each other's differences. They have recently participated in fund raising for Cambodia and were able to share a practitioner's experience of visiting the country with photographs, food tasting activities and dressing-up in traditional clothes.

An extensive range of high quality resources are within easy reach enabling children to make choices as they engage in a variety of play activities. They skilfully develop a wide range of self-care skills as they confidently help themselves to refreshments, prepare snacks and instinctively know to wash their hands before handling food or after visiting the toilet. Practitioners often put gel and glitter onto children's hands as a method of encouraging them to wash their hands thoroughly and involve children in discussions about germs that are not visible. Children learn about healthy eating through the provision of healthy, nutritious snacks. They are also provided with daily opportunities to engage in physical exercise and know they need to wear protective clothing when it is cold and raining and apply cream and sun hats when it is warm. Children enthusiastically participate in exercise as they follow simple instructions. They engage in team games and negotiate obstacle courses. They balance, climb, negotiate spaces and move their bodies in a variety of ways. Children of all ages demonstrate an excellent understanding of how to manage risks and keep safe. They are effectively supported in trying new experiences and are encouraged to take risks as practitioners allow them the freedom to do so, such as when involved in activities in the woodland area. The 'wild' and yet controlled, safe environment of the wood ensures that children taking part naturally learn to assess risk. They are encouraged to make sensible and informed decisions about how to deal with unfamiliar and unpredictable situations, such as exploring or climbing trees and using tools to build shelters and dens.

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

Leadership is inspirational and the management team are highly successful in inspiring practitioners, which drives ongoing development and continual improvement. Their passion for their work and personalised approach fully ensures an extremely robust framework for children's care and learning. Efficient systems and working practices support practitioners to effectively assess and monitor children's progress and to promptly identify any gaps in achievement. The self-evaluation of the provision is extensive and effective, incorporating the views of every practitioner, children and parents. All practitioners share a vision to provide an excellent service for the children and their families that makes a positive difference to their lives. They are highly motivated in their continuous professional development and are not complacent but aspire continually to do

better. They regularly review what they do and look at areas of weakness, in order to move forward. For example, assessment systems have been reviewed and changed in line with the revised Early Years Foundation Stage to ensure they are precise, sharply focused and include all those involved in children's learning.

Practitioners are fully supported to give their best and are treated as individuals in the same way as the children and their families. This results in a committed and vigilant team, who deploy themselves very well. They are provided with extensive opportunities to increase their skills and knowledge, through qualification training and assurance that their thoughts and ideas will be considered equally with those of management. Plans for the future are clear and focused to bring about further improvement to the provision and outcomes for children. For example, due to the success of children's enjoyment of the woodland area, practitioners are seeking to further enhance learning opportunities; by introducing more resources, such as, clay, wind chimes and music makers to further promote and develop children's learning experiences while outdoors. Managers recognise that ongoing reflection is vitally important to maintain and improve the already outstanding provision and are building on this. This is achieved through peer observations, high quality professional supervision, appraisals and continual reviews.

Children are extremely well protected due to the highly effective safeguarding systems that are in place. All practitioners have completed safeguarding training and are fully conversant with safeguarding procedures and their duty to protect children. Robust recruitment and effective vetting systems ensure that all adults working with the children are suitable to do so. Comprehensive and well-implemented risk assessments are regularly completed to ensure the premises are safe and secure and extend to cover activities and outings. An extensive range of policies and procedures successfully underpin daily practices. These are discussed and reviewed regularly with the parents. Accurately maintained records ensure children's safety is of the utmost priority.

Excellent partnership working with others ensures children relish and thrive in the pre-school. Professionals visit the setting to deliver an additional range of activities and subjects, such as, physical exercise, oral health and road safety. As a result, children are provided with additional experiences, which further enhance their learning. Equality and diversity are embedded throughout practice. Practitioners work tirelessly to identify and meet children's emerging additional needs. They have excellent knowledge of the support services available and do not hesitate to access them. Well-established partnerships with local schools effectively ensure that the moving on process is successful. Children derive great benefits from the excellent close working relationships between practitioners and parents. A variety of systems, such as, parent groups, home to pre-school diaries and verbal communication, ensure that parents are consulted at every stage of their child's care and development. These allow continuity of care, enabling practitioners to effectively meet children's individual needs. The provision is committed to supporting the whole family and parents are encouraged to spend some substantial time in the provision. Parents attend sessions and talk to the children about their professions, enhancing children's understanding and developing role play opportunities. Children particularly enjoyed a science lesson where they used filter papers and created effects with different colours and enthused over a volcano experiment as they observed different substances create a variety of reactions. This contributes significantly to parents becoming engaged in

their children's future experiences. There is a wealth of information displayed for parents throughout the pre-school and regular newsletters ensure that they are kept informed about events and topics. Parents speak very highly of all practitioners and report that they are delighted with the excellent progress their children are making and the extensive activities their children are involved with.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY451246
Local authority	Stockport
Inspection number	904497
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	23
Number of children on roll	40
Name of provider	The Marple Childcare Company
Date of previous inspection	not applicable
Telephone number	01614274730

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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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