

# Abracadabra Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	316414
<b>Inspection date</b>	20/01/2011
<b>Inspector</b>	Sue Riley
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Abracadabra Pre School is managed by a group of trustees. It opened in the current premises in 1997 and operates from purpose built building in Milnrow. A maximum of 26 children aged two to five years may attend the setting at any one time. There are currently 40 children attending who are within the Early Years Foundation Stage. Children come from local and wider communities. The pre school is in receipt of funding for the provision of free early education to children aged two three and four years. The pre school currently supports a number of children with learning difficulties and/or disabilities.

The pre school is open from 8:30am to 4pm on Monday to Friday during school term times. All children share access to a secure enclosed outdoor play area. The pre school employs five members of staff. All of these, hold appropriate early years qualifications and two are working towards a further qualification. The pre school receives support from the local authority advisory teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the pre-school and receive good levels of care because the qualified staff work closely with individual children and their families. Good systems are in place to ensure that all children's individual needs are routinely met. Staff have a sound knowledge of the Early Years Foundation Stage and how children develop and learn through play, they demonstrate that they mostly understand the welfare requirements. Effective partnerships between the pre-school, other agencies and parents ensure individual children's needs are met and their protection assured. Partnerships with some other providers in childcare are in place and some are being developed. Successful steps are taken to self-evaluate its provision for children and the pre school demonstrates an appropriate capacity to make continuous improvement and sustain its existing standards.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure information about who has legal contact with the child and who has parental responsibility for the child is gained (Safeguarding and promoting children's welfare) 01/03/2011

To further improve the early years provision the registered person should:

- improve knowledge and understanding of the safeguarding procedures to follow in the event of an allegation being made against a staff member

- provide children with more opportunities to develop their understanding of problem solving, reasoning and numeracy.

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

Children are protected because staff have a sound understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Some staff have attended training around safeguarding. However, some staff are not fully aware of the procedures to follow if an allegation of abuse was made against themselves. Children are protected as the qualified established staff team keep the premises secure and supervise the children at all times. The pre school has robust recruitment procedures in place. Detailed risk assessments are carried out to provide a safe environment. The maintenance of most records to ensure children are safeguarded are mainly effective. The staff do not gain information from parents about who has legal contact or parental responsibility for the child. The pre-school has a range of policies and procedures in place to ensure the smooth running of the provision and the protection of children. These are regularly reviewed and updated by the staff and committee to ensure they are all relevant and contain up-to-date information.

All staff have been involved in the self-evaluation process and have identified some areas for improvement and the pre school is working through these. Parents' views are sought through the regular questionnaires. Staff listen to parents' suggestions and take action as and when needed. For example, parents commented that the entrance was not welcoming to them and the children, so the staff have now changed the way the children come into the pre school. The pre school has addressed the recommendations raised at the last inspection. They value the support they receive from the local authority. Children benefit from the continuity of care because the staff work in very close partnership with their parents. The pre school has parents' meetings in which all parents are invited to spend time with the staff in discussing their child's development and progress. Parents are encouraged to share what they know about their child when they first start the setting. They complete detailed forms about what their child can do and their individual likes and dislikes. This information helps staff to have a good knowledge of each child's background and needs.

The staff are trying to build links with other early years providers as they recognise the importance of this in helping children with transitions, especially when moving on to school. Staff support children with learning difficulties and/or disabilities and have appropriate systems in place in order to fully assist the children. Staff make the most of diversity to help children understand the society they live in. The resources are good, fit for purpose and support children in their development.

## **The quality and standards of the early years provision and outcomes for children**

Children settle well in the pre school and they enjoy the use of the wide range of toys and equipment. They make good progress towards the early learning goals. The staff plan and provide activities that take into account children's individual learning needs. They observe and assess children's progress and have detailed assessment records for each child as a record of their development and learning journey whilst attending the pre school. Staff set the next steps of development for each child and shares these records with parents to ensure they are fully aware of how their child is making progress. Children are very eager to play and join in with the activities; they get excited at what they are doing. Their levels of concentration are good as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. All children behave very well as staff use appropriate strategies to encourage children's good behaviour. Children use their manners and learn to be respectful of their peers and adults. They share the resources well and wait to take their turn in play. Children play well together and have definite friendship groups in place. They have lovely warm relationships with the staff and do have lots of fun with them. Children are starting to develop their awareness of diversity through activities and resources, this helps them positively explore and value differences and similarities in the wider world.

Children's communication skills are very good as the staff have been working very hard to improve language and literacy. They have access to a range of books and they enjoy having stories read to them. Children also take books home to read with their parents. Their independence is well promoted throughout the pre school. Children's mathematical learning is not always being encouraged so they are not currently being effectively challenged. They do count whilst playing, or singing songs and rhymes. Children are starting to develop an understanding of healthy lifestyles. They soon become aware of the hand-washing routines as they follow the appropriate practices. Children help themselves to drinks as they become thirsty. The snacks and lunches provided suggest a balanced and healthy diet is encouraged. Children learn table manners and social skills as they sit together for meals in small groups. They enjoy their meals and eat well.

Children learn about keeping themselves safe as they regularly practise the emergency evacuation. They are confident to approach the staff for their needs, demonstrating a sense of trust. Children are becoming active learners as they have free choice of the activities both inside and outdoors. This helps them to think and learn for themselves as they can go back later to an activity to consolidate their own learning. Children demonstrate appropriate levels of concentration as they spend time at their chosen activity. They spend time out in the fresh air as they practise and develop their large physical skills. Children get excited as they play a game of 'Hide and Seek' with the staff. They use and develop their small muscles and hand-eye control in all that they do. When children complete a difficult jigsaw puzzle their faces light up as they are praised by the staff for their hard work. This raises their self-esteem and confidence.

As children play outside with bubbles, ribbons and large pieces of fabric they soon

learn about the effect that wind has, they get excited as they try and catch the fast moving bubbles. Children are confident with technology, they can programme a small interactive bee to visit different places on the play mat. For singing time a small bag of objects is used and children take it in turns to pull out an item. They then think of a song to sing about the chosen item. Children enjoy singing and following the actions.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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