

Egerton Pre-School

Inspection report for early years provision

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Inspector Jane Shaw

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Type of setting Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Egerton Pre-School is run by a voluntary parent and carer committee. It was first registered in 1993 and operates from purpose built premises within the grounds of Egerton Primary School, Knutsford, Cheshire. A maximum of 30 children aged two to under five years may attend the pre-school at any one time. The pre-school is open each week day from 9am to 3pm, children attend for a variety of sessions. Extended hours are offered on demand. There are currently 51 children attending who are within the early years age group. Of these, 51 are in receipt of funding for early years education. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The pre-school is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff, including the manager, nine of whom work directly with the children. Of these, one holds a qualification at level 6 in early years and holds the Early Years Professional Status, one has Qualified Teacher Status and holds the Early Years Professional Status, one holds a qualification at level 6 in early years and four staff have qualifications at level 3 in early years. The pre-school receives support from the local authority, is a member of the Pre-School Learning Alliance and has achieved quality assurance accreditation.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Egerton Pre-School creates a fully inclusive environment where all children are welcomed and able to fully participate in the extensive range of activities and opportunities on offer. All children make significant progress from their starting points. Staff respect and value each child's uniqueness, and extremely successfully promote their care, learning and development. The exceptionally well organised environment offers the children an exciting and stimulating environment in many areas of learning. The strong leadership and management of the setting ensure that children are extremely well safeguarded and that their health and well-being are successfully addressed. Excellent partnerships with parents and carers, other early years providers, school and other professionals support children's needs exceptionally well. Leadership and management, including the capacity for continuous improvement, are outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance further the existing opportunities for children to find out about their environment such as further developing their knowledge and

understanding of sustainability.

The effectiveness of leadership and management of the early years provision

The extremely effective management and excellent team working ensure the safety and welfare of children is given high priority. Staff have an excellent knowledge and understanding of safeguarding through comprehensive policies and procedures, regular training and checking of their continued understanding of their roles and responsibilities. Robust recruitment, vetting and induction procedures are in place. Staff are extremely vigilant regarding children's safety, whilst striking a balance between enabling children to take risks and develop skills within a safe environment. Comprehensive risk assessments are in place and staff carry out daily safety checks of the environment. Detailed written risk assessments undertaken for outings are displayed for parents and carers. Children are developing an excellent understanding of their own safety as they learn about the importance of using tools, equipment and resources safely.

Staff show an excellent commitment and passion to their role and the children. The management team lead a culture of reflective practice and systematically update self-evaluation, setting ambitious and achievable targets, clearly aimed at delivering and sustaining the excellent opportunities for children. Staff morale is very high and they show a genuine commitment to the setting and children, which parents and carers are clearly able to see. Parents and carers are consulted through well established systems, such as contributing to questionnaires and committee meetings to help shape the service offered.

An exceptionally well organised environment and access to resources both indoors and outdoors and staff deployment are highly effective in providing children with an environment which is rich and stimulating. Staff create a fully inclusive environment where all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, are treated as unique individuals and access all activities, resources and experiences on offer. Children with special educational needs and/or disabilities are extremely well supported through the staffs' exceptional liaison with parents and carers, other professionals and agencies. A comprehensive equality and diversity policy and practice clearly demonstrate an excellent commitment to promoting inclusive practice.

Rigorous assessment of children's individual learning, development and progress ensures that children are making excellent progress across all areas of learning. Detailed tracking of children's progress as individuals and as groups ensure that gaps are identified and successfully addressed.

Parents and carers have an extensive range of information about the provision and curriculum. Well attended parents' evenings are used effectively well to keep them informed about their children's achievements and there are numerous systems in place to enable and encourage parents and carers to contribute to their child's learning and development. Those parents and carers spoken to speak extremely

positively about what the setting offers them and their children. Highly effective arrangements are in place for liaising with other professionals, other early years providers and the school. Excellent transition arrangements are in place for children moving to school. These highly effective partnerships significantly enhance children's continuity of care and education.

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

Children make excellent progress in their learning and development as a result of the staff's secure knowledge and understanding of the learning and development requirements and the importance of excellent quality play opportunities. A highly effective team and the assigned key person system ensure children have a strong sense of belonging and feel secure. Staff systematically use spontaneous and focused observations of what the children do and say and their interests to plan motivating learning experiences. Planning is based on children's interest. For example, the children's recent interest in the hot weather and weather forecast and symbols, used on television, has been used extremely well used by staff to extend children's learning about their location and environment within the country. Staff make excellent use of books and resources to help promote the topics and reinforce learning.

Children arrive happy, separating from parents and carers with minimal support. They are excited and enthused by the resources and environment, in particular the excellent and stimulating outdoor environment which gives them endless opportunities for exploration and investigating and development of their imagination. Children are extremely confident and independent, polite and well mannered. They easily share and take turns and play cooperatively together. For example, as they build a pirate ship, bury treasure and draw maps outdoors, they negotiate their roles and responsibilities and plan their play.

Children's communication, language and literacy is extremely well supported. Staff use effective questioning to extend children's language and thinking. They have a broad range of opportunities to write and make marks as they form letters, draw maps and create their own books. Children identify letters and words as they find their name cards upon arrival and independently self-register. Children count and are developing a good understanding of mathematical concepts and use mathematical language, such as 'how many more' as they play. They develop an excellent understanding of the world and nature as they dig and plant vegetables and flowers and make observations of the changing environment in the garden. Children are beginning to develop their knowledge and understanding of the importance of recycling items such as plastic and paper. However, have fewer opportunities to consider sustainability issues such using left over fruit and vegetable peels to make compost and recycling rain water. They celebrate a variety of festivals from around the world to support their knowledge and understanding of others. Children have excellent opportunities to be creative as they use a variety of textures, techniques and materials to create art work and their designs. Children are often engrossed in imaginary play using a variety of small world resources, as well as resources to develop their stories and imagination

to develop their own.

Children show an excellent understanding of healthy eating as they benefit from healthy snacks milk and water, which is accessible at all times. Outdoors offers children an exceptional environment where children become active and creative learners and develop a positive attitude towards exercise. They show a strong awareness of the need for good hygiene routines and staff adopt robust hygiene routines to prevent the spread of infection. The excellent variety and stimulating activities and experiences offered and effective staff interaction clearly supports the excellent development of children's skills for the future.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met