

Abracadabra Pre School

Rear of Cedar Lane, Milnrow, ROCHDALE, Lancashire, OL16 4LD

Inspection date	05/06/2014
Previous inspection date	20/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The quality of teaching is good. Staff have a secure understanding of child development and how children learn. The educational programmes are vibrant and offer children challenge both indoors and outside. As a result, children make good progress across the seven areas of learning.
- Staff demonstrate a secure understanding of the possible indicators of abuse and how to proceed should they have any concerns about children. Therefore, children are generally protected from harm while in the pre-school's care.
- Partnerships with parents and other professionals are positive and make a good contribution to meeting every child's needs.
- Systems for self-evaluation are suitable. Staff, parents and children are consulted and their views are analysed to move improvements forward.

It is not yet good because

- The provider did not follow procedures and requirements to notify Ofsted of an allegation against an adult in the nursery within the 14 days timescale. This is an offence.
- Sometimes staff do not provide a wide range of resources to encourage children to write for different purposes. This does not maximise every opportunity for children to practise their early writing skills.

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 had a tour of the pre-school.
- The inspector and the deputy manager completed a joint observation.
- The inspector checked evidence of the suitability and qualifications of the staff and the pre-school's self-evaluation documentation.
- The inspector looked at a sample of paperwork, including children's development files and the pre-school's policies and procedures.
- The inspector spoke with parents to ensure their views were taken account of.

Inspector

Karen McWilliam

Full report

Information about the setting

Abracadabra Pre School was registered in 1997 and is on the Early Years Register. It is situated in purpose-built premises in Rochdale, Lancashire and is managed by a group of trustees. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above, including one member of staff with Early Years Professional status. The pre-school opens from 8.30am until 4pm, Monday to Friday, during school term times. Children attend for a variety of sessions. There are currently 44 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that management have a clear understanding of their roles and responsibilities with regards to meeting and implementing the safeguarding and welfare requirements of the Early Years Foundation Stage, with particular reference to notifying Ofsted within required timescales.

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

- enhance the programmes for literacy by consistently having sufficient resources to encourage children to write for different purposes, such as shopping lists, letters and postcards.

Inspection judgements

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

Staff are skilled and well qualified; they have a good understanding of child development and how children learn. The quality of teaching is consistently good and the experiences that are provided for children have breadth and depth across the seven areas of learning. Consequently, all children make good progress in their learning and development. Prior to admission, staff obtain a wealth of information from parents regarding their child and complete a baseline assessment of children's prior skills to ascertain their starting points. They then use this information to support children while they are settling and to plan the next steps in their learning. Staff complete regular observations and assessments of children and plan challenging activities that ignite their interests and motivate them to

learn. In addition, cohort assessments are completed by the manager to ensure there are no gaps in groups of children's progress. Therefore, children are fully prepared for their future learning at school. Staff actively promote parents' involvement in their child's learning and development and have implemented many ways in which to support this. For example, parents' gatherings are held three times a year, every child has a diary in which parents and staff write comments and their child's development file is available and accessible. In addition, parents also help out with improvements to the pre-school. For instance, parents have helped to paint fences and are in the process of creating a sand pit for the children. As a result, parents state they feel fully involved in their child's learning and development.

Staff effectively support children's communication and language development. They skilfully interact with them and use lots of open-ended questions to challenge children's thinking, such as 'what do you think will happen?' and 'what do we need to do?'. As a result, children solve their own problems and think critically. For example, while children are playing in the water tray transporting water to the guttering with sponges, another child approaches them and says 'why do you not do it this way?' and then demonstrates transporting the water with a measuring spoon. This shows that all the children engaged in the activity had solved how to transport the water and that other children had the ability to consider how to do it faster. Throughout activities, staff constantly involve children in conversations; they introduce lots of words and descriptive language. As a result, children tell staff that the play dough is 'squishy'. In addition, all children take part in daily small group activities in a quiet room within the nursery to further build on their communication skills. For example, children take part in daily 'look and listen' sessions. Regular story and song sessions further enhance their development. As a result, all children acquire a good acquisition of language. Children who have been identified with special educational needs and/or disabilities are supported well. The special educational needs coordinator works alongside parents and other professionals to ensure the appropriate interventions are in place that meet children's individual needs.

Children's mathematical development is supported well. Staff routinely use mathematical language with children during their play, numbers are displayed within the environment and they have implemented a good range of planned activities. For instance, the manager and staff have developed a programme of planned activities, to support mathematics which children take part in in six-week blocks. In addition, children use numbered and shaped cutters with play dough, they sing number rhymes and empty and fill containers while exploring water. As a result, children learn about numbers, shapes, weight and measure. The programmes to support children's literacy development are effective. Pens, pencils and chinks are readily available for children indoors and outside and older children take part in regular letters and sounds sessions. Children are beginning to form recognisable letters and sound out the letters of their names. Although, children are making good progress in literacy there is scope to improve support so children reach their optimal potential with their writing skills. For example, they do not routinely ensure there is an accessible and appropriate range of resources to encourage children to write for different purposes. The outdoor environment offers children a wealth of opportunities to develop and strengthen their large and small muscles. For example, children enjoy the zip wire, they enjoy climbing on and over the logs, there are plenty of opportunities for children to dig, run around and ride wheeled toys. Indoors children use scissors and other

tools and roll and mould dough. As a result, children's physical development is effectively supported. Children gain a good understanding of the world. They have access to computers and an interactive white board, therefore, they learn about information and communication technology. Children plant and water flowers and vegetables and demonstrate care and concern as they investigate mini-beasts, such as worms. Therefore, they learn about caring for living things. Furthermore, children explore a range of festivals, such as Easter and Diwali and they thoroughly enjoy sharing and talking about their photographs within their development files with their friends and other adults. As a result, they learn about the diversity of the world in which they live.

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

A weakness in leadership and management, regarding safeguarding, demonstrates that not a high enough regard is paid to the requirements and the safety and well-being of children. Children settle-in happily because individualised settling-in sessions ensure staff know children well before they are left in their care. Children form secure relationships with key persons and familiarise themselves with their new surroundings. Children show they feel secure by confidently exploring the environment and by approaching staff and visitors to ask for help when needed and to engage them in conversations. Children's independence is fostered well. For example, they put on and take off their own boots and coats and help to tidy up at the end of each session. Staff plan a suitable range of activities to ensure children are emotionally prepared for school. For example, they arrange for children to meet their new teachers before they start school and change some of their routines to mirror the routines at school, such as outdoor play.

Staff are very good role models. Behaviour management strategies are shared with all staff and parents, when required, to ensure clear and consistent boundaries are used to promote positive behaviour. Therefore, children learn the behaviour expectations of the pre-school and behave well in relation to their age and stage of development. Children's awareness of keeping themselves safe is supported through an adequate range of planned activities. For instance, children take part in regular evacuation practises. Therefore, they know how to proceed in the event of an emergency, such as a fire. In addition, staff encourage children to think about the consequences of their actions, which further helps children to consider and manage their personal safety. For instance, staff ask children what they think will happen if they continue to stand on chairs. Children respond by saying that they will fall and they then promptly climb down. Children have access to a good range of resources, both indoors and out, which are safe, clean, accessible and age appropriate.

Staff plan a good range of activities to ensure children receive clear messages about the importance of leading healthy lifestyles. For example, children are offered healthy options to choose from at meal and snack times. Fresh water and milk is readily available for children to help themselves to when they are thirsty. They learn good hygiene routines as they readily wash their hands before eating. Furthermore, children plant and grow their own fruit and vegetables in their allotment and benefit from lots of exercise outdoors in the fresh air.

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

This inspection was completed following concerns that the registered provider failed to notify Ofsted within the 14 day timescale of a safeguarding allegation against a member of staff. At the inspection it was found that the provider did not have a reasonable excuse for the delay. However, the provider notified the local authority and took the appropriate disciplinary action. The pre-school has a clear safeguarding policy and procedure that meets the requirements of the Early Years Foundation Stage, however, this was not implemented effectively on this occasion. Furthermore, a recommendation to improve the staff's knowledge of safeguarding procedures was raised at their last inspection. Staff, following training, now demonstrate a suitable understanding of the possible indicators of abuse and how to proceed should they be concerned about the welfare of any child in their care. Risk assessments and daily checks ensure the premises are safe for children to explore and robust recruitment and checking procedures ensure all adults that are working alongside children are suitable to do so. Effective staff deployment and adequate staff-to-child ratios ensure children are safe as they move around the play areas in and outdoors. Therefore, children are suitably protected from harm while in their care.

The manager demonstrates a secure understanding of the learning and development requirements. She has an adequate range of monitoring processes in place that contribute to ensuring the quality of teaching and learning is consistently good. For example, the staff team attend weekly planning meetings and the manager and early years professional check children's development files. These systems ensure that the educational programmes that are provided for children have breadth and depth and effectively support the progress they make across the seven areas of learning. Children's individual assessments and cohort assessments are also monitored to ensure there are no gaps in any child's or any groups of children's learning and development. If any gaps are identified, these are promptly addressed. For example, it was identified that children required support with their mathematical skills. The manager promptly addressed this by implementing a programme of activities which effectively raised their achievements. The quality of interactions and teaching is closely monitored by the manager via various methods. She works alongside the staff team and completes regular peer observations, reviews and appraisals. Any identified training needs are addressed through in-house and out-sourced training. As a result, the quality of teaching is consistently good. Self-evaluation processes are used suitably well to identify and target improvements. For example, since their last inspection a nature trail is being developed to foster children's interests in the natural world, such as butterflies and other mini-beasts. In addition, they have addressed one of their recommendations and the action that was raised has been addressed. The manager ensures the views of parents are valued and included through numerous methods, including questionnaires, a comments box, verbal discussions and through the use of diaries.

Partnerships with parents are positive and they are extremely complimentary of the staff and the service they provide. They say they are happy with the progress their children make, they feel very involved with their children's care and learning and the staff are fantastic. Partnerships with other professionals are established well and contribute to the

progress children make. Staff also demonstrate a good understanding of the advantage of liaising with teachers when the time arrives for children to move onto school in order to provide a complementary and consistent approach to their learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	316414
Local authority	Rochdale
Inspection number	977026
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	44
Name of provider	Abracadabra Pre-School Committee
Date of previous inspection	20/01/2011
Telephone number	01706 290 376

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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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