

Abracadabra Pre School

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



Inspection date

30 March 2015

Previous inspection date

5 June 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Highly qualified staff provide an excellent variety of stimulating, innovative activities in an exciting and extremely vibrant learning environment. Because of this, children are highly motivated to be actively involved in their learning, leading them to making excellent progress in their development.
- Highly effective parent partnerships ensure a collaborative approach to supporting children's learning, both in the setting and at home. This ensures a highly consistent approach to meeting the learning needs of children is maintained.
- Children's development in all aspects of education, particularly in language development, is continually promoted exceptionally well by staff as part of daily routines. There is a wealth of challenging and imaginative learning opportunities for children. As a result, children are extremely confident and self-assured, and make rapid progress from their starting points.
- Children with special educational needs and/or disabilities are exceptionally well supported through effective partnership work with parents and relevant professionals, such as the speech and language therapists.
- Leadership and management is inspirational, there is meticulous focus on monitoring, evaluation and reflective practice which ensures that staff, parents and children are fully involved in the setting's continual improvement.
- New knowledge and training is shared with staff and practice is reviewed and developed to reshape or provide enhanced quality learning opportunities for all children. As a result, children are highly motivated to participate in excellent, high quality, challenging learning opportunities.
- Children's social and emotional needs are exceptionally well met. Relationships with staff are excellent and this fosters a sense of belonging and ensures children show the characteristics of effective learning.

What the setting needs to do to improve further

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

- consider how the younger children's independence skills can be enhanced even further by consistently encouraging them to put on and fasten their coats.

Inspection activities

- The inspector observed children engaging in activities in the indoor and outdoor areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.
- The inspector conducted a joint observation with the deputy manager.
- The inspector looked at a range of documentation, including policies and procedures.

Inspector

Kim Boughey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Highly skilled staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. The standard of teaching is excellent with a superb balance of adult-led, and child-initiated activities which are highly challenging and stimulating for children. For example, there is a fantastic outdoor nature area with a wide range of superb resources, such as large logs, a woodland area and an allotment area. Children enjoy nature walks, and planting and growing their own fruit and vegetables. This effectively develops children's physical, personal, social and emotional skills. Additionally, staff skilfully engage children in discussions during activities to further support the development of their language and literacy skills. The provision of a highly effective letters and sounds programme for children in the pre-school age group ensures they are rapidly developing skills to prepare them for school. Children's starting points are clearly identified through excellent contributions from parents, and children's learning and development needs are extremely well met.

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

The environment is extremely safe and welcoming and children have very strong attachments and positive relationships with all staff. There is a highly effective key-person system in place and staff work exceptionally well together in supporting children's emotional well-being. A robust transition process ensures all children are extremely well supported with their emotional well-being when moving into a different group or on to school. Teachers come in to the setting to visit the children and detailed transition documents are shared, with parental consent. This ensures that children are effectively supported and that their move to school is a highly positive one. Staff are extremely good role models and play alongside children, helping the younger ones understand how to share and take turns. High expectations from staff, relating to routines and boundaries, results in children's independence skills developing well and children's behaviour is exemplary. Although, not all staff consistently encourage the youngest children in the setting to put on their coats and fasten them independently.

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

Enthusiastic, highly committed leadership and management results in the provision of a fully inclusive, safe environment in which children consistently thrive. Well-qualified staff have a thorough and highly effective understanding of their roles and responsibilities in regard to safeguarding and promoting children's welfare. Staff receive regular training and are fully familiar with the child protection procedures. Robust, comprehensive policies are in place which are shared with parents. As a result, children's health, safety and well-being are extremely well supported. All staff are well supported with a highly effective regular supervision and a peer observation process in place. Outstanding teaching practice results in children making very rapid progress across all areas of their learning and development.

Setting details

Unique reference number	316414
Local authority	Rochdale
Inspection number	986199
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	37
Name of provider	Abracadabra Pre-School Committee
Date of previous inspection	5 June 2014
Telephone number	01706 290 376

Abracadabra Pre-School was registered in 1997. It operates from a purpose-built premises in Rochdale, Lancashire and is managed by a group of trustees. The pre-school opens from 8.30am until 4pm, Monday to Friday, during school term times. The pre-school receives funding for free early education for children aged two-, three- and four-years-old. Of the five members of staff, two hold appropriate early years qualifications equivalent to level 3, one to level 5 and one has achieved Early Years Professional status.

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.

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