

Mickle Trafford Preschool

Mickle Trafford Pre School, School Lane, Mickle Trafford, CHESTER, CH2 4EF

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| Inspection date | 18/03/2014 |
| Previous inspection date | 08/11/2011 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| 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 | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Children's communication skills are supported by staff who use effective questioning, listening and good role modelling of language to improve learning.
- Staff have a good understanding of the safeguarding requirements of the Early Years Foundation Stage which ensures that children are protected from harm.
- Strong key person relationships are in place and support children's personal, social and emotional development and helps prepare them for the next stage in their learning.
- Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage which they use to provide children with challenging experiences based around individual interests. Children's learning and development is supported through good teaching.

It is not yet outstanding because

- Initial assessments of children are not always evaluated to identify clear developmental starting points to support learning and development needs for all children from the point of entry to the preschool.
- On occasion the children are not encouraged to develop a wider understanding of good hygiene practices.

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 in the main play room and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager, parents, the Early Years Professional and staff.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the providers self-evaluation form.

Inspector

Lynsey Hurst

Full report

Information about the setting

Mickle Trafford Preschool first registered in 1980 and re-registered in 2011 following a move of premises to a site adjacent to the village school within the Mickle Trafford area of Chester. The preschool is registered on the Early Years Register and is managed by a voluntary committee made up of parents, staff and members of the community. The setting is on one level and children have access to the preschool room, community room and a secure outdoor play area directly from the preschool room. Other outdoor areas include a vegetable planting and growing area and a small forest area. There are currently 39 children attending, all of whom are within the early years age group.

The preschool is open each weekday from 9am to 3pm during school term times. The preschool offers funded places for three and four year olds, as well as supporting children with special educational needs and/or disabilities and children who speak English as an additional language. The preschool employs six members of staff, of which two hold Early Years Professional status, one has Qualified Teacher Status, and three hold appropriate early years qualifications and one is working towards a level 2 qualification.

What the setting needs to do to improve further

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

- ensure the initial assessments of children are evaluated to identify clear developmental starting points to support learning and development needs
- help all children to gain a better understanding of good hygiene by, for example, encouraging them to wash their hands after blowing their nose, in order to limit cross-infection.

Inspection judgements

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

Teaching is good, staff have a good understanding of how to promote children's learning and development and use this to plan for individual children. Children have access to challenging experiences that are based around individual interests and developmental needs, this results in children being motivated to learn. For example, during a play dough activity the interest of a group of boys is maintained by the introduction of dinosaurs to their play, extending their concentration and enjoyment as a result. The children are encouraged to find dinosaurs around the preschool, make footprints in the dough and compare sizes, counting claws and finally preparing food for the dinosaurs. This final part of the activity is extended by effective questioning by staff resulting in a discussion around meat and plant eating dinosaurs.

Activities are supported by skilled staff who are deployed well. Staff give children time to explore and experiment in their play while supporting their language development through skilful questioning. This enables children to develop their learning through thinking and solving problems. For example, while playing outside children look at daffodils with magnifying glasses, staff question the children about what they see, one child responded that he could 'see the pollen', staff questioned him further about why the pollen is important, he responded 'because the bees collect it'. This demonstrates an in-depth understanding of plant life.

Children are making good progress in their learning, although in some cases the information gathered from parents when children first start is not well used to inform starting points for learning. However, staff knowledge of the children and how they learn means that there is limited impact on the children once they are established in the preschool. Parental partnerships are good and parents are kept informed about their child's progress, they contribute to children's assessments, termly, through 'How I'm doing' sheets and parents evenings. Staff and parents work closely to implement targeted strategies for children with specific needs this results in consistency for children ensuring their learning and development needs are met as well as supporting parents through difficult times in their children's lives.

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

Staff create a welcoming environment, children are happy and confident to leave their parents. Strong key person relationships provide children with a secure base, for example, when the youngest children become upset when mums leave, comfort is provided by the key person and as a result, children settle quickly before going off to play. Children are confident to talk to unfamiliar adults, sharing experiences of home and preschool.

Staff are good role models, children are encouraged to share resources and use good manners when asking for things. Staff explain to children why they have to wait for resources and encourage the children to ask if other have finished before taking. This results in children showing respect for others and they learn to cooperate with their peers. Links with other settings and the sharing of information to support consistency for meeting children's needs within their learning and development, mean that children's progress is well supported. Good transition arrangements with the local school support children in their preparation for the next stage of learning.

Children's independence is promoted through daily routines and they manage their self-care needs well and in line with their age and stage of development. Children are aware of the need to wash their hands before snacks and meals and after using the toilet, however, children are not always encouraged to wash their hands after wiping their nose. Children are offered a range of healthy snacks and serve themselves with milk or water, support is given to children if needed, although many manage this task unaided.

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

Staff demonstrate good understanding of the safeguarding and welfare requirements which ensures children are kept safe and protected from harm. They understand their role in protecting children from harm and demonstrate a good understanding of what to do should they have concerns about a child in the preschool. Recruitment processes are robust and effective induction and mentoring procedures ensure that new staff are supported by highly qualified staff. This promotes their understanding of how the preschool operates. Policies and procedures are reviewed regularly to ensure they remain in line with current legislation.

The manager and Early Years Professional attend regular networking events arranged by the Local Authority to keep themselves up to date with knowledge and information. Regular appraisals and supervision ensure that all staff are supported with training and professional development. Training needs are identified and implemented to support staff in improving their knowledge and practice. The manager monitors the educational programmes the children are provided with and this ensures that the learning opportunities have the depth and breadth required to support learning.

Partnerships with parents, local schools and other settings are good, this ensures children's learning and development is consistent and individual needs are met. Parents commented that they are happy with the preschool and that their children are 'happy there and love to come', 'my child wants to come at the weekend!' Parents are aware of the children's learning journeys and that they can access these when they like. Information is shared at parents' evenings, through written and verbal communication. Self-evaluation is effective with areas of strength and weakness identified and targeted for improvement. Staff and parents are involved in the self-evaluation process through regular meetings and questionnaires. Feedback from the local school and outside agencies has also been sought to drive improvements in the preschool.

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. It will be monitored and inspected within twelve months of the date of this 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 | | 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

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| Unique reference number | EY422180 |
| Local authority | Cheshire West and Chester |
| Inspection number | 870158 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 30 |
| Number of children on roll | 39 |
| Name of provider | Mickle Trafford Pre-School Committee |
| Date of previous inspection | 08/11/2011 |
| Telephone number | 07766 053206 |

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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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Piccadilly Gate
Store St
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M1 2WD

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