

Early Birds Pre-School Bunbury

Bunbury Village Hall, Vicarage Lane, Bunbury, Tarporley, Cheshire, CW6 9PB

Inspection date	13/11/2014
Previous inspection date	02/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff have a good understanding of the Early Years Foundation Stage. They use their knowledge and skills to effectively teach and engage children in their learning. As a result, children make good progress in their learning and development.
- Strong relationships with parents ensure they are fully involved in their child's learning at pre-school and home. Their contributions are valued and used to inform the planning and assessment of their child's progress, so children's needs are consistently met.
- Children are confident and very well behaved, developing warm relationships with staff and their peers. This promotes a constructive, friendly atmosphere.
- The monitoring and self-evaluation processes are very well organised and effective in maintaining continuous improvement, in staff performance and all aspects of the provision.
- Safeguarding procedures are sound. As a result, staff know how to respond should they be concerned about the welfare of a child in their care.

It is not yet outstanding because

- There are fewer opportunities outside for children to experiment with letters and numbers to help them become even more familiar with words and numerals, in order to build on their literacy and mathematical development.
- Staff sometimes miss opportunities to engage children in conversation about hygiene practices, through the use of open-ended discussion.

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 checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation folder and improvement plan.
- The inspector observed play and learning activities in two playrooms and spoke to staff and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the children's key persons.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with the nominated person and manager of the pre-school and had a discussion regarding policies and procedures.
- The inspector conducted a joint observation with the manager.

Inspector

Janet Weston

Full report

Information about the setting

Early Birds Pre-School registered in 1969 and is on the Early Years Register. The pre-school is run by a voluntary committee. It operates from two main rooms in the village hall in Bunbury, Cheshire. The pre-school opens Monday, Tuesday, Thursday and Friday, from 9am until 3pm, term time only. Children attend for a variety of sessions. There are currently 33 children attending who are in the early years age range. The pre-school employs eight members of staff. Of these, seven hold appropriate early years qualifications at level 2 to level 6. The pre-school receives support from the local authority. It has established links with local schools. The pre-school is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enhance the numeracy and literacy programmes for all children in the outdoor environment further, so that children can become even more familiar with letters and numbers in rich and highly stimulating learning opportunities
- enhance connections between hygiene practices, such as hand washing, and the reasons why they are important, to extend children's understanding of how to keep themselves healthy.

Inspection judgements

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

The quality of teaching is very good. Staff achieve high standards across every aspect of their work. They support children well and use a good balance of adult-planned and child-initiated activities to extend children's thinking, interest and learning. The indoor environment is well organised into different learning zones to support children in all areas of the Early Years Foundation Stage. For example, there is a computer area where children enjoy engaging with child-friendly software. In addition, staff show children how to use the equipment and guide them when necessary to support their learning. Learning zones are changed throughout the day to continually provide interest for children. As a result, children make good progress in their learning and development. Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Staff have high expectations for children. They use ongoing observations and assessments to successfully identify children's capabilities and what they need to do to progress. They use

these together with information gathered from parents on entry, to identify the next steps in children's learning. Children are eager to discover new things, learn to carefully listen and capably follow instructions. Consequently, children are acquiring the skills, attitudes and dispositions they need in readiness for school.

Children are given opportunities to develop their early writing skills. For example, children use a variety of writing tools as they practise drawing self-portraits. Staff effectively introduce children to numbers during play activities and daily routines. For example, staff encourage children to count as they line up for activities and write numbers during registration. Furthermore, children explore marks in the dough as staff use descriptive language, such as similar, same and size, to promote their understanding of mathematical concepts. All children develop their physical skills very well, as they use a wide range of climbing and balancing equipment outdoors and are supported by staff. However, opportunities to further develop children's understanding of words and numbers are not as well supported outside as they are inside. This is because there are fewer displays, signs and labels outside to help children become more familiar with letters and numbers. Children's communication and language skills are fostered well and staff introduce new vocabulary as children play, such as 'lumberjack'. They are gaining an understanding of the effects of the weather as staff discuss the need to put their wellingtons on, so they can run on the wet ground outside. This is promoted further as children learn about the wind and the direction it is blowing, using the available resources from the activity box outside. Children squeal with delight as they run in and out of the ribbons, and they tickle their faces commenting, 'I love it here.' Children are developing a love of books as they listen to stories being brought alive by the expressive narration by staff. Furthermore, they learn about authors and illustrators. Children enjoy taking part in communication sessions, and engage with stories where they keenly use a range of puppets. This is extended further when staff link stories and give children learning experiences. For example, staff read a story about a bear combining the change in season, the darker nights and a forthcoming charity day, which includes bears.

Staff understand the importance of working in partnership with parents to support children's learning. They share information with parents on a daily basis, speaking to them about what the children have been doing during the day and sharing examples of activities that children have particularly enjoyed. Parents spoken with during the inspection felt well informed about what their child has been doing during their time at the pre-school. Regular progress reports give parents an overview of their child's development, including the progress check completed for children aged between two and three years. Parents are encouraged to become involved in their child's learning at home and have frequent opportunities to look through their child's learning journals. Parents have access to an information board and they also have the opportunity to respond to parental questionnaires. This means parents and the pre-school work closely together to ensure children make good progress in their learning and development.

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

The staff warmly greet all children and their families. The well-established key-person system promotes good partnership working with parents and information is shared daily

about children's care needs. From the start, parents are asked to provide information, so that staff can effectively ensure each child's needs are well met. Staff maintain caring and respectful relationships and, as a result, children settle in easily and form close bonds with the staff and strong friendships with their peers. Children are cuddled and all children receive comfort if they become upset. Consequently, children's emotional well-being is promoted well. Children demonstrate very good behaviour. This is influenced by the positive role modelling of staff who have a calm and consistent approach. Staff give support and guidance that helps children behave well. They remind children to be kind to each other and help children display positive behaviour. For example, when sitting down for registration and taking turns during activities. Staff give prior notice of routines, such as tidy up time, so that children know what will happen next. Children participate in regular evacuation procedures, so they learn how to keep themselves safe in the event of an emergency. Consequently, children feel emotionally secure.

Children's move to school is managed very smoothly. Staff invite teachers to visit children and arrange for children to visit their schools, keeping parents very well informed about the process. This means that children feel secure about the change. Staff share information about children's progress and needs, so that these continue to be met. Very good links with the local schools help children become familiar with the school site and many aspects of school life. Children are progressing well as they are encouraged to be independent when they put on their own coats, select their own wellington boots and manage their own personal care needs, where appropriate. For example, children are encouraged to go to the toilet independently. Staff explain to children the need to wash their hands before snack and after toileting. However, on occasions, staff are less clear with children about why they wash their hands, which means that children's understanding of how to keep themselves healthy is not fully extended.

Drinking water is available for children at all times and the pre-school provides a range of healthy, freshly prepared snacks, such as fresh fruit. Children are encouraged to serve themselves and make a choice of milk or water. Furthermore, they are encouraged to pour their own drinks. Staff are aware of any special dietary requirements of individual children. Parents are encouraged to send in a healthy lunch, and lunchtime provides a positive social opportunity where children sit with friends and staff to eat. The outdoors provides opportunities for children to move in the fresh air freely. As a result, children's emotional health and well-being are supported well.

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

Children are effectively protected from harm as staff has a secure knowledge of their roles and responsibilities with regard to safeguarding children. Furthermore, management regularly review staffs' understanding of this. Staff request visitor identification and record this in the pre-school's visitors' book. Management ensures that new staff, students and volunteers have a good awareness of safeguarding, by including this in the thorough induction process. As a result, all are aware of how to respond if they have concerns. Recruitment procedures are robust and ensure all staff working with children are suitable. Staff all hold current Disclosure and Barring Service checks and regularly sign to say that

there have been no changes to their circumstances, which might affect their suitability. Daily risk assessments ensure that the premises, environment and equipment are safe and any risks identified are minimised. There is always at least one member of staff with paediatric first-aid training accompanying children on outings to ensure children are safeguarded and protected. The manager undertakes observations of staff practice and discusses strengths and weaknesses in one-to-one supervision meetings, which support staff in their continuous professional development and identify any training needs.

The management team and staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. The manager has a good overview of the progress children are making through the comprehensive tracking system. As well as monitoring the planning and assessments, done by staff, on a regular basis. Any identified gaps in learning are discussed with parents and other settings children may attend. Strategies and additional support, if needed, are then planned for and shared to ensure children's needs are consistently met. Self-evaluation takes into account the views of staff, parents and children. Parents are involved as they receive daily communication and regular questionnaires to share their views and opinions. Parents are extremely complementary and comment that the integration of the children into the pre-school is 'very good'. They further comment that the work that staff do with their children is 'absolutely fantastic'. The recommendation has been addressed from the last inspection and practice has improved. This has resulted in a much stronger observation, assessment and planning system matched to children's individual needs.

Notice boards around the pre-school provide parents with a wealth of information about childcare issues and the Early Years Foundation Stage in particular. All policies and procedures are shared with parents and are available on the website or disc. This ensures that parents are aware of the standards to which the pre-school operates, and provides details of how to make a complaint, if they need to, and the role of the regulator. There are effective partnership working arrangements between the pre-school and other settings children attend. Staff liaise with the other schools in preparation for children making the move between settings. These are well established and contribute to meeting children's needs and preparing them for the next stage of 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	305048
Local authority	Cheshire East
Inspection number	871756
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	33
Name of provider	Earlybirds Pre-School Bunbury Committee
Date of previous inspection	02/07/2009
Telephone number	01829 261 264

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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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