

Egerton and Walmsley Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	315992
Inspection date	23 May 2008
Inspector	Sue Partington
Setting Address	Hideaway Scout Hut, Blackburn Road, Egerton, Bolton, Lancashire, BL7 9SA
Telephone number	07817 405 288 and 07791 767 259
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Registered person	Egerton and Walmsley Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Egerton and Walmsley Pre-School Playgroup is managed by a voluntary committee. It opened in 1967 and operates from two buildings in the Egerton area of Bolton, Lancashire. The setting uses the scout hut for the pre-school and the parish hall for the playgroup. Children have access to the secure outdoor play area behind the parish hall.

The setting opens from 09.15 to 11.45 and from 12.45 to 15.15 from Monday to Friday during school term-time only.

There are currently 82 children on roll, they attend for a variety of sessions. Of these, 60 children receive funding for nursery education. There are no children on roll at the time of the inspection who have a disability or learning difficulty. There are no children on roll at the time of the inspection for whom English is an additional language.

The setting employs 13 staff and one volunteer, all of whom work with the children. Of these, nine staff have a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play and are cared for within a warm, clean environment. Staff employ good routines and procedures to ensure all areas used by the children are clean and tidy, and that their practices are effective. Children are aware of the need to wash their hands before and after certain activities, such as after visiting the toilet or following a painting activity, as this forms part of the daily routines. Older children are able to explain that this is to wash away germs.

Children's dietary requirements are met effectively through initial and ongoing discussions with parents. Snack times are pleasant, social occasions where children sit together and engage in conversations with their peer group and adults, and eat their slices of fresh fruit or biscuits. However, children do not have the opportunity to develop their independence skills as the fruit is pre cut.

The staff are committed to ensuring that all children have access to fresh air and exercise which is enjoyable, meets their development needs and contributes to their good health. For example, they enjoy riding the bikes, cars and scooters in the outside area. Music and movement activities also help them to develop control of their bodies. As a result, children are having many opportunities to develop a positive attitude towards physical exercise, and enjoy fun physical play opportunities all year round.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff effectively organise space and resources, creating a child-friendly environment which enables children to explore and move freely. Children have access to a broad range of equipment and resources which are safe, of good quality and give children positive and practical experiences of the wider community.

There is a high ratio of adults to children present which includes both staff and volunteers. This ensures adults are deployed effectively, ensuring children are always well supervised. For example, a member of staff is available to monitor children's times of arrival and departure, and ensures that exits from the premises are supervised, which enhances children's safety. Children develop their understanding of how to keep themselves safe through their discussions and activities with the staff, for example, they practise fire drills and children can discuss the procedure. Staff are vigilant at all times and listen to what children say and use this to plan activities and topics which further promote children's understanding of how to keep themselves safe.

Children are protected well as the staff have a secure understanding of their responsibilities in child protection. All the required information is readily available for staff, volunteers and parents.

Helping children achieve well and enjoy what they do

The provision is good.

All children are happy and settle well in the pre-school and have developed good relationships with the staff and each other. This is due to the good ratios of qualified staff and volunteers

who interact well with the children and support their care, learning and play needs. The sessions include a good balance of quiet, active, indoor and outdoor play experiences. Children are motivated and interested in their play and are developing well through the provision of a broad range of planned activities and opportunities. This helps to promote their learning, overall development and enjoyment. Staff are aware of the 'Birth to three matters' framework and consideration is given to this in the play plans.

Staff throughout the pre-school work at children's level at all times, by sitting with them on the floor or at the table, and give them good eye contact which helps them become confident communicators. Staff spend time talking and playing with the children, helping them learn by extending their language and understanding. For example, children are fascinated as they look at the newts in the water, while a member of staff asks questions, such as 'What do they like to eat?'

Nursery Education

The quality of teaching and learning is good. Children enjoy their time in the pre-school. The staff have a secure knowledge and understanding of the Foundation Stage and how children learn. A variety of teaching styles are used and children have opportunities to work on a one to one basis with a member of staff or in small and large groups. They show interest in the activities provided for them and many are able to concentrate for long periods on their chosen task. They also have the opportunity to lead their own play, for example, a group of three and four year old children are engrossed in the home corner. They have a leaking tap and have to send for the plumber. Children use their imaginative skills to play act the experience. As a result, children are motivated and interested to learn. The activities and experiences provided for the children effectively cover the six areas of learning. Focused activities, and the evaluation of these, show that staff make positive observations of children's play and how they plan to extend children's learning. Assessments are supported by files of children's work and dated which means that children's progress is monitored in line with the stepping stones. Children are making good progress towards the early learning goals as the staff build on children's interests and experiences.

Children enter the setting confidently and separate from their parents well. Children are becoming confident speakers during circle time. They listen to stories carefully and often recount a favourite book to one another while sitting in the book area. They have opportunities to use mathematics as they use a tape measure to calculate length and size of objects. They are becoming competent at sorting, matching and counting figures into groups and can recognise colours and patterns. Children are developing a sense of time as they have regular opportunities to talk during circle time about the weather, what month it is and the days of the week. They have opportunities to mark-make in the designated writing area and carefully select from the resources available to them. Children are developing a sense of the wider community and are learning about different cultures, beliefs and abilities through the activities and resources available to them and through their discussions with the staff.

Each day they have opportunities to develop their physical skills as they play on the outdoor equipment. They are able to negotiate space well when sitting down at circle time, and carefully pedal bikes backwards and forwards when playing outside. Children are able to use a range of tools which develop their fine motor skills, such as using scissors, pens and pencils. Overall, children make good progress towards the early learning goals given their capabilities and starting points.

Helping children make a positive contribution

The provision is good.

Parents are positively welcomed into the group and greeted warmly by name on arrival. Discussions with parents, demonstrate they value highly the care and support offered to their children and their families. Parents are informed about current topics and children's learning through activity plans, newsletters and daily informal discussions with their children's carers. However, parents are not provided with ideas as to how the children's learning can be further supported at home.

Children show a good understanding of what is expected of them. For example, they work cooperatively together and all help to tidy up before snack time. Behaviour is very good throughout the pre-school because the staff act as good role models and consistently praise the children for their achievements. Children receive consistent, clear messages in their play and learning, and their behaviour throughout the day. Staff are skilled and sensitive to children's individual needs and as a result children grow in confidence and self-esteem. Children's social, moral, spiritual and cultural development is fostered.

Children are valued as individuals. Partnership with parents and carers is good. The staff team work effectively and successfully with parents and other professionals to ensure each child's individual needs are met, which enables them to play an active part in the setting. Children's knowledge of the wider community is fostered well using a variety of resources and books which contain positive images of race, culture and disability. This is supported and extended through planned discussions and activities about different festivals.

Organisation

The organisation is good.

All children are cared for by a staff team who have an understanding of their roles and responsibilities in helping children enjoy and achieve. There are clear induction and vetting procedures in place for staff and volunteers, which ensures they understand and follow the setting's policies and procedures which protect children and promote their well-being. All the legally required documentation is in place.

The leadership and management of the nursery education is good. There are systems in place to support the staff in their professional training and development which is effectively supported by the management committee. For example, staff and volunteers regularly attend short courses to develop their skills and knowledge. The staff team evaluate and appraise each other's daily practice with the children which means that the care and education offered is continually being monitored and reviewed. Regular staff meetings, where children's interests, individual development needs and the planning of activities are discussed, enable the staff team to work cohesively together to ensure that children consistently receive good quality care and education. This keeps them safe, healthy and able to enjoy and achieve.

Overall, the setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care and education inspections actions were raised to develop in four areas. Since then all staff have completed first aid training and have taken on specific roles and responsibilities in line with the National Standards. In addition, staff have developed the

planning and assessment systems, however, parents are not given the opportunities to be involved in children's learning, this remains a recommendation at this inspection. Children's health, welfare and safety has been enhanced as these developments have led to improvements in the setting.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review snack times to encourage children to be more independent.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue developing opportunities for parents to be involved in children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk