

St Georges Pre-School Playgroup

Inspection report for early years provision

Unique reference number	315973
Inspection date	06/07/2009
Inspector	Susan Janet Lee

Setting address	Daisy Avenue, Farnworth, Bolton, Lancashire, BL4 0EJ
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

St Georges pre-school was registered in 1996. It operates from St. Georges church in the Farnworth area of Bolton. The setting is run by an individual. The provision employs five staff. All staff hold an appropriate Early Years Qualification.

The children have access to the main hall, bathroom facilities and an outdoor play area. Access to the property is gained on the ground floor level. The setting is open Monday to Friday from 09.15 until 11.45 during term time.

The setting is registered to provide care for a maximum of 26 children at any one time. It is registered on the Early Years Register. There are currently 46 children on roll. The setting currently supports number of children with learning difficulties.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Written policies and procedures help to ensure the safety and the welfare of the children. Staff work to provide an inclusive environment for the children and their parents and carers. Suitable arrangements are in place to keep parents informed about their children's daily routines. Systems regarding self-evaluation are still in the early stages of development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- gather information from parents about their children's starting points, develop knowledge and understanding of the Early Years Foundation Stage and continue to develop planning and assessment to include the six areas of learning and the next steps in children's learning
- develop teaching practices to help children to begin to use problem solving to calculate
- develop the range of natural resources available to encourage the children to use their senses to explore and investigate
- develop systems in relation to self-evaluation and involve parents in this process.

The leadership and management of the early years provision

Staff organise space, time and resources appropriately to meet children's needs. All staff have a valid first aid certificate ensuring they have up to date awareness of what to do in the event of an accident or minor injury. All required documentation is in place. Written policies and procedures work in practice to promote children's health, safety and ability to make a positive contribution.

The setting makes some use of self-evaluation to help identify strengths and areas for development. Parents are not yet involved in the evaluation process. Staff are currently receiving support and advice from a development worker and action plans have been developed. The staff team demonstrate a commitment to maintaining continuous improvement and they have worked to make progress since the last inspection. Actions from the last inspection have mostly been met. The safeguarding procedure has been revised to include the procedure to be followed in the event of an allegation being made against a member of staff. Written parental consent in relation to emergency medical attention is now in place and risk assessments have been completed. Staff continue to develop their understanding of the Early Years Foundation Stage and they have commenced planning play activities and observing the children at play. Although, these areas need to be further developed and a recommendation has been raised in relation to this.

The premises are welcoming and staff are approachable, which helps to create an atmosphere that enables a two-way flow of information between staff and parents. Staff share information with parents at the end of each session to keep them informed about their children's daily activities. Staff work closely with parents and other professionals to support children's additional needs. Recent 'thank you' cards show that parents are happy with the service provided, levels of care and activities afforded.

The quality and standards of the early years provision

The environment is suitably organised to meet children's needs. Staff set activities up each day and resources are available at child height enabling the children to freely choose what they want to play with. This helps them to initiate their own ideas and develop choice and independence. There is a satisfactory range of resources available to meet the needs of the children being cared for. However there are limited natural play resources available to help the children to explore and investigate using their senses

Staff have an awareness of the Early Years Foundation Stage. Parents complete a booklet all about their children but this does not include information about the children's starting points. Planning and assessment are still in the early stages of development. Staff have started to plan activities and to observe the children at play. However, planning and assessment are not linked to the six areas of learning and observations of the children at play do not yet include their next steps in learning.

The children have access to a variety of activities and they are engaged and occupied. Staff deploy themselves appropriately to support the children in their play and they spend time playing and talking to the children. Staff share warm relationships with the children, who are happy and secure in their care. The effective key person system works well to ensure the children are cared for by consistent and familiar adults.

The children develop their self-help skills as they help to tidy toys away, use the

bathroom and pour themselves a drink. The children use language to explain what they are doing, to ask questions and to make their needs known. The children develop an awareness of some mathematical concepts through daily activities, stories and number songs. However, they have limited opportunities to begin to use problem solving skills to calculate.

The children enjoy imaginative play and are able to re-enact their own experiences to help them develop an understanding of the world in which they live. For example, they take a toy dog for a walk and they dress and undress the dolls and put them to bed. The children develop hand eye co-ordination as they complete puzzles and use their fingers and cutters to shape and mould the play dough. The children are able to express their own ideas and thoughts as they use a variety of creative media to make models. They enjoy listening to a story in a small group setting. Other children sit quietly and look at the books. They hold them correctly and carefully lift flaps to see the pictures underneath them. The children develop a repertoire of songs and they enjoy singing songs with staff and joining in with the actions.

The children have opportunities to enjoy physical exercise outdoors in the fresh air. Photographical documentation shows the children crawling through tunnels and playing on the slide. The children also have access to large equipment indoors. They move their bodies to create intended movements. For example, they backwards and forwards to make the seesaw swing back and forth.

The premises are appropriately maintained and safe and secure. The children learn about hygiene practices and personnel care routines as they wash their hands after using the bathroom and before eating their snack. The children enjoy a relaxed snack time and they are able to socialise with their key person and their friends. They sit together at the table and enjoy a snack of fresh fruit and are able to choose a drink of water, milk or juice. The children receive praise and encouragement for their efforts and achievements. Staff talk to the children about their pictures and admire their creations. As a result, the children develop a sense of pride in their own achievements. Staff have a sound understanding of child protection matters and procedures and this helps to safeguard children's welfare.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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