

Pingawings Pre-School

Inspection report for early years provision

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Inspector Angela Rowley

Setting address Tunley United Reformed Church Hall, Mossy Lea Road,
Wrightington, Wigan, Lancashire, WN6 9RW

Telephone number 07979 213113
Email pingawings@aol.com
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

Pingawings Pre-school has operated since 1985, originally within Mossy Lea village hall before moving to Tunley United Reformed Church hall in 2006. The hall is a single storey building and the children are cared for in a main play hall. From the main corridor they also have access to toilet facilities and a large dance hall. There is an enclosed outdoor play area within the grounds.

The pre-school is situated in a village on the outskirts of Wrightington, Lancashire. It is open each weekday from 8.30 am to 12.30 pm, term-time only.

The setting is registered on the Early Years Register. A maximum of 20 children may attend at any one time. There are currently 15 children aged from two to under five years on roll. The setting currently supports a small number of children with special educational needs.

There are three regular members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. An additional practitioner, funded by the local authority, works within the setting to provide specific support for children. The setting is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and willingly take part in interesting activities within a very supportive environment. Leaders are sufficiently organised to ensure the provision keeps children safe and meets almost all requirements, although there are weaknesses in record keeping which hinder safeguarding procedures. Most key weaknesses of the provision are identified and tackled effectively. The dedicated team are committed to further developing their practice. They work closely with parents, other agencies and some other settings to ensure both effective continuity of care and that the needs of all children, particularly those with special educational needs, get the support they need. This leads to children overall making steady progress in their learning.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- implement an effective safeguarding children policy which includes clear procedures to be followed in the event of allegations against staff (Safeguarding and promoting children's welfare) 09/10/2009
- implement more rigorous systems to establish the suitability of all adults who work with the children on the premises, with the exception of those whose suitability was checked by Ofsted or the local authority 09/10/2009

prior to October 2005 (Suitable People).

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

- continue to develop systems for planning activities with clear learning objectives linked to individual children's needs and with an increased emphasis on the area of problem solving, reasoning and numeracy
- further develop links with other settings and use the transition profile to help provide secure, coherent transitions for children.

The effectiveness of leadership and management of the early years provision

Overall children's welfare is suitably promoted because leaders prioritise children's safety and have a sound knowledge of the Early Years Foundations Stage and of most requirements. All staff are suitably trained to ensure they understand their responsibilities and most procedures in relation to child protection. The settings policies and procedures generally support the management of children's safety although procedures for allegations against staff are weak and not in line with those of the Local Safeguarding Children Board. As a result, although staff would take immediate action to ensure children's safety in such situations their awareness of precise procedures are insecure. Staff are long-serving and experienced practitioners who provide consistency for children and families which gives a sense of security. Suitable vetting procedures are in place for future recruitment, and adequate steps are taken to keep children safe when in the presence of adults not employed by the setting. However, procedures to check their suitability are not sufficiently rigorous. Leaders have not clearly evidenced the suitability of externally employed staff who come to the setting to work with individual children, although they do maintain children's safety by ensuring such persons do not work in an unsupervised capacity. Adequate risk assessment procedures are in place which allow staff to identify potential hazards and take action to ensure children's safety.

The setting is continually developing and demonstrates some significant improvements since the last inspection. The learning environment is mostly well planned and now supplies continuous provision for children's free play. This creates an attractive, stimulating environment where children develop independence by making choices and self-selecting many of their own resources. The provision has also created a safe, interesting outside play area which responds to the different learning styles of some children along with valuable opportunities to develop children's physical skills and to explore and investigate in the fresh air and sunlight needed for their good health. However, by using the new outside area without ensuring the certificate was amended to reflect the change, the provider breached the conditions of their registration though Ofsted does not intend to take any further action on this occasion.

Leaders are beginning to use some tools to help them evaluate the effectiveness of the provision. They accept and use support from their local advisors to develop

and sustain the setting and to support children with special educational needs. Parental feedback is encouraged and respected. Staff continue their professional development which ensures adequate arrangements are in place for first aid and that staff's knowledge and skills relating to developments in early years practice is maintained. They provide adequately for equality and diversity. Some positive images and welcome signs are displayed to help each child and family feel valued. Outcomes for individual children are improving and the setting is beginning to recognise and provide for the learning needs of different groups.

The setting strives to build basic partnerships with other settings to help facilitate secure transitions for children. They work closely with a small number of local schools where they are occasionally invited to visit with children to experience assemblies and special events. This introduces them to school and the local community. The setting uses transition records to provide information about what children can do although they do not provide these directly to schools to ensure they receive information to help continue each child's learning journey. Other agencies are welcomed to the setting to ensure children who need it are helped to get the right support. Partnerships with parents and carers are good. Close relationships exist with the small number of families using the service. Communication books in addition to daily information exchanges ensure children's needs are known and met. 'All about me' books are completed prior to admission which helps staff plan children's learning needs. Many steps are taken to include parents in children's learning. They receive regular newsletters, information about activities to extend learning to home and take the 'travelling teddy' home encouraging their children to think about and record details of his visit.

The quality and standards of the early years provision and outcomes for children

Staff have a growing knowledge of the EYFS. A clear key-working system along with good numbers of staff ensures children are well supported. They display caring relationships with children who feel sufficiently safe and assured to express their needs and desires even in their first few weeks. Mutually respectful relationships develop from staff's modelling of positive behaviour. Children know what is expected of them and develop a sense of responsibility through consistent routines, for example, tidy-up time.

Children make steady progress towards the early learning goals. The learning environment is mostly well planned to provide for all areas of learning. Continuous provision in designated areas of play using low-level, open shelving enables children to self-select resources and follow through their own ideas and thinking. The free-flow environment means that the provision is very child led and staff use appropriate times to introduce planned activities which focus and further extend learning opportunities. Staff's observations and photographic evidence of children's achievements are used to assess what children can do using a tracker style document. The information is beginning to be used to plan for children's next steps. The level of challenge in play and planned activities is sufficient to interest and engage children, although a lack of clear learning objectives linked to individual children on topic webs means that some children are not always

achieving as much as they could.

Children are helped to develop sound skills for the future. The environment is rich in opportunities for mark-making. Children write for a purpose and freely access paper, pencils and envelopes when they decide to make a letter for mum. They learn to recognise their names using a registration card system and they learn how to listen carefully using headphones to hear the story tape of a book they enjoy. The setting is in the process of further developing its use of provision for information and communication technology (ICT). Children use the electronic mark-making station and learn how to print off their pictures. They are learning how to use programmable equipment, such as remote control toys. Children learn about the world through occasional outings and when they are introduced to issues such as recycling when the setting fundraises by collecting old mobile phones and jumble. They use themes, such as 'Bird and a third' activities to extend children's interest in the environment and they take children on walks to the 'haven' to release their tadpoles in the small pond. Provision for children's skill in numeracy is not as well promoted as other areas of learning and as a result they are less frequently challenged to problem solve and use number or mathematical language independently in play.

Children use the new outside area eagerly to explore and investigate. They use the natural environment imaginatively to extend their play. They dig in the soil pit and grow flowers and broad beans. They feel the sand on their toes when they visit the 'beach' in the sand hut and they dig holes in the bark covered area to make dens for their dinosaurs. Children's awareness of staying safe is raised as they discuss the safe use of equipment and learn how to 'stop' safely when riding vehicles down the gentle slope, although basic management procedures hinder the effectiveness of this area. Children develop sound foundations which enable them to adopt a healthy lifestyle. As they develop self-care skills they are encouraged to respond to the needs of their bodies independently. More able children are enabled to use the bathroom freely and to access their own labelled water bottles when thirsty. Consistent routines mean they learn about cleaning their hands before eating snack. They are provided with healthy choices and learn fruit and vegetable songs when completing a healthy eating theme of activities.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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