

# Mobberley Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number**

305195

**Inspection date**

22/09/2009

**Inspector**

Sue Anslow

**Setting address**

Victory Hall, Town Lane, Mobberley, Knutsford, Cheshire,  
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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*.

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## Description of the setting

Mobberley Pre-school first opened in 1986 and operates from the Victory Hall in Mobberley, Cheshire. The pre-school is organised and managed by a committee of parents and carers plus members of local community. The setting opens each weekday from 9:00 am to 1:00 pm, term time only. Children have access to the main hall, a side room and some outside play space.

The Pre-school is registered on the Early Years Register. A maximum of 30 children may attend at any one time. There are currently 13 children aged from two to under five years on roll. There are four members of staff, three of whom hold early years qualifications to at least level two. One member of staff is a qualified teacher.

The pre-school provides funded early education for three and four-year-olds. They are members of the Pre-School Learning Alliance and receive support from local authority advisors.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their morning sessions at the pre-school and make steady progress in their learning and development. Effective procedures are in place in most areas to ensure children's welfare requirements are met. Staff communicate well with individual parents and carers, although opportunities to actively gain their views and suggestions have not yet been fully explored. Partnerships with the village school are well established and children with additional needs are supported appropriately. Improvements have been made since the last inspection and staff are aware of the setting's strengths and weaknesses. However, regular monitoring and evaluation, involving the users of the setting, does not take place.

## What steps need to be taken to improve provision further?

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

- encourage a culture of reflective practice, self evaluation and informed discussion, including actively seeking the views of parents, to identify the setting's strengths and priorities for development.  
(Organisation)
- 20/10/2009

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

- ensure policies and procedures are always available for parents to read at any time

- carry out regular staff appraisals to identify training needs and continuous professional development
- extend risk assessment records to include security, outings and specific activities
- improve children's assessment records to show more clearly their progress through each area of learning.

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

Children are safeguarded well by staff who supervise them closely and follow relevant child protection procedures. Staff are familiar with particular signs and symptoms and any adult not fully vetted, is never left on their own with children. Staff take reasonable steps to ensure that children are safe both indoors and outside, and that furniture, equipment and toys are kept clean and safe for children's use. A daily checklist of possible hazards is used by staff on arrival at the setting, however, a more general list of every thing and every situation children come into contact with, is not in place.

The setting actively promotes equality of opportunity for all children attending. Each child has their own key worker who liaises closely with parents to ensure their individual needs and requirements are being met. All children are treated equally and fairly and no groups are discriminated against in any way. All games and activities are available to all children and they learn something of their local community as well as the wider world around them, through their play. Staff work closely with parents and outside agencies to offer extra support if appropriate. The pre-school enjoy a close relationship with the village primary school and reciprocal visits are undertaken during the year. Key workers meet with teachers to discuss the continuation of the Early Years Foundation Stage Framework (EYFS) and highlight any concerns at an early stage.

Staff work well together as a team and communicate daily with regard to providing appropriate activities to interest and stimulate children's learning. They meet together formerly every term and use the local authority's training directory to access further training. However, individual appraisals are not used at present, to highlight staff's professional development. The recommendations raised at the last inspection have mostly been put in place to improve outcomes for children, and staff work closely with advisors from Sure Start to implement the requirements of the EYFS. The manager is aware of the settings strengths and weaknesses but has not developed any formal systems for monitoring and evaluating the setting as a whole and involving the committee, parents and children in this process.

The nursery works with parents and carers to ensure each individual child's needs are met. Families receive a welcome pack when they first start and staff discuss the children's home routines and interests with parents during the settling in periods. This information is recorded and used by key workers to plan appropriate activities for the children. Regular newsletters keep parents informed of forthcoming events and activities and a notice board in the entrance hall displays the week's menu, activity theme

and daily routine. Parents are able to speak to staff at any time and are invited to read their child's profile of achievements and discuss their progress. A set of written policies and procedures govern and support the work of the pre-school although the file is not always made available for parents to read.

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

Staff have a basic understanding of the Early Years Foundation Stage and use effective key worker systems to support children's progress. Weekly plans cover all six areas of learning equally and staff ensure any children attending part time enjoy the same opportunities as those attending every day. Activities are often linked to themes which arise from a child's particular interest or something they may have done at home. Staff record their observations of children's achievements and comments during the day and use these to inform their planning for the following week. Children's profiles contain notes of staff's observations together with photographs and examples of their art work. However, it is not always easy to track the progress made in each particular area of learning.

Children enjoy lots of space to play and work in the large community hall and side room. A wide variety of activities are set out each day for children to choose from and staff are on hand to help, guide or supervise. A good balance of active or quiet play is available and children are able to play on their own or with their friends. Physical play is promoted at each session, both outside and indoors, and children enjoy climbing, sliding, rocking and pedalling on different pieces of equipment. Outside play space is supervised closely at all times as the area can only be temporarily secured. Children enjoy playing outside with a range of toys and materials, such as bats, balls, hoops and ropes as well as musical instruments, sand and water.

Children learn new skills and are able to explore and investigate the world around them through their play. Staff organise fun activities, such as feeling the textures of different fruits, cutting them up to look inside and tasting them to decide if they are sweet and juicy. They study objects through magnifying glasses and binoculars and create self portraits by looking at themselves in a mirror. Children play happily together and enjoy circle times when they can listen to stories or tell their friends about a toy they have brought from home. Letter and number recognition is just beginning with the new young starters as they 'read' their names on their chairs at the side of the room and register their arrival by posting their name card in the letter box. They count the number of cones placed in a line outside and decide if the rubber rings on their arms are heavy or light.

Children learn to keep themselves safe through daily routines and reminders from staff, for example, not to go down the slide until it is completely clear. They practise fire drills regularly and ride their bikes round the track in the same direction so as not to cause any accidents. Children follow good hygiene routines to prevent the spread of infection and they enjoy a healthy diet of meals and snacks as well as access to fresh drinking water throughout each session. They behave very well in this closely supervised small group and enjoy warm

relationships with staff. Children are happy, confident, friendly and eager to help with small jobs such as tidying away the toys ready for lunch. They enjoy discussing what they would like to do the next day, whilst having their lunch at the end of the session, and staff are happy to provide the appropriate resources.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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