

Hillview Under 5's Pre-School Playgroup

Inspection report for early years provision

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Inspector	Sarah Quinn
Setting address	Beechwood Avenue, Beechwood, Runcorn, Cheshire, WA7 3HB
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hillview Under 5's Pre-School Playgroup is run by a voluntary management committee. It opened in 1981 and operates from the community room within Hillview County Primary School, which is situated in Runcorn, Cheshire. A maximum of 22 children may attend the pre-school at any one time. The pre-school is open each weekday from 9am to 11.30am, during term time only. All children share access to an enclosed outdoor play area. There are currently 27 children aged from two to under five years on roll. The pre-school welcomes children who have special educational needs and/or disabilities and those who speak English as an additional language. The pre-school employs a manager and deputy manager, who hold appropriate early years qualifications. In addition, another member of staff, who is unqualified, is employed on a temporary basis. The Halton Early Years Foundation Stage consultant supports the setting. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has improved since the last inspection and demonstrates a good capacity for further improvement. Children are safe and secure and make good progress in the inclusive provision where their individuality is valued. The self-evaluation, planning and assessment procedures are developing to a good standard, although they do not take on board the opinions of all staff, parents and children. Children's learning and development are skilfully planned, although planning and observations do not always refer to the Early Years Foundation Stage areas of learning.

What steps need to be taken to improve provision further?

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

- extend the self-evaluation procedures to include all staff, parents, children and others working with the setting
- develop assessment so that it informs future planning and link this more closely to the Early Years Foundation Stage areas of learning.

The effectiveness of leadership and management of the early years provision

The pre-school group is well led and the manager and deputy demonstrate a real commitment to improvement. They attend training and pass on information to the staff and volunteers working at the setting. The setting and parents share a vision for the setting to keep children safe and to enable individuals to learn and develop through exciting play-based opportunities. They evaluate their provision and make

improvements based on their observations and feedback from others. Although self-evaluation helps to drive improvement, staff, parents and children do not yet fully contribute to the process. The management committee meets regularly to ensure that the setting is fully meeting its responsibility and the needs of the children.

Safeguarding is good and there is a detailed policy and clear procedure to guide practice in this area. The deployment of staff ensures children are supervised at all times and risk assessments ensure children remain safe. Vetting procedures are in place to ensure the suitability of adults working with children. This effective practice leads to the smooth running of the group.

A good routine enables children to feel secure and the staff manage very well setting out equipment, indoors and outdoors, each day, to appeal to the children and enable them to initiate their own play. Even though the room is shared and all equipment must be stored at the end of each session, staff see this as an opportunity to evaluate the setting each day and make changes if activities are not appealing. Resources are renewed and well looked after and children learn to accept responsibility for their toys and equipment.

The setting is inclusive and promotes equality and diversity in its recruitment, admission, and learning and development. Partnerships with others are fully exploited for the benefit of the children, for example, with local businesses and the speech and language therapist, and to provide support for parents for whom English is an additional language. Parents are valued as the most knowledgeable resource about their own child and, as a result, are asked to work closely with the key worker. The parents receive information about their children and the progress that they are making, and the feedback from parents confirms that they are more than happy with the pre-school.

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

Children make good progress because staff provide interesting experiences that capture their interest. Staff know the children and their capabilities, and activities are matched to the full range of children's needs, enabling all of them to succeed. Children thrive on the good balance of adult-led and child-initiated opportunities. Staff closely observe children's progress, but the assessment and planning system in place does not yet make sufficient reference to the areas of learning from the Early Years Foundation Stage to support the planning of the children's next steps. Staff are knowledgeable and understand when to allow children to play independently and when to support and challenge their play.

Children enjoy their learning, and the setting's commitment to providing well-thought-out play opportunities enables children to make choices and be creative throughout the session. Children are very happy throughout the session. They develop their climbing and balancing skills on the climbing frame, roll on the soft mats, play with the malleable materials, such as dough to mould and squeeze, and use construction, magnets, paint and role play in the home area. Painting is seen

as a real treat and children paint their hands to make feathers for the parrot and the practitioner encourages them to talk about the colour, texture and temperature of the paint. Books are easy to access and children enjoy looking at them individually as well as enjoying a story with an adult. Staff extend children's vocabulary as they use mathematical language to talk about numbers and compare size and shape. Children are confident and secure and chat and laugh together with very strong support from their key workers. Basic skills for the future are important in the setting and the children have the benefit of lots of activities to promote literacy and numeracy, especially through role play and routine activities.

Children feel safe and understand the boundaries of the pre-school. They make choices and take considered risks in the well-planned environment. Staff are vigilant and ensure children's continued safety. The health of children is maintained through the provision of healthy snacks and drinks and also through the commitment to physical exercise indoors and out. Children are very well behaved and polite, reflecting the excellent role models provided by staff. They learn about their own group, the community and the wider world, and the staff actively promote tolerance by talking about families and festivals from around the world.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met