

See-Saw Pre-School Playgroup

Inspection report for early years provision

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Inspector Tara Street

Setting address Moreton Road, Upton, Wirral, Merseyside, CH49 6LL

Telephone number 0151 677 7900

Email

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*.

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

See-Saw Pre-School Playgroup is run by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. It opened in 1983 and operates from a self-contained classroom within St Joseph's Catholic Primary School, Upton, Wirral. There are no issues which may hinder access to the premises. All children share access to a secure enclosed outdoor play area. A maximum of 25 children aged two to five years may attend the setting at any one time. The group is open Monday to Friday from 9am to 11.30am and from 12.45pm to 3.15pm term time only.

There are currently 47 children on roll, all of whom are within the Early Years Foundation Stage. Of these, 42 are in receipt of funding for early education. Children attend from the local and surrounding area. The setting supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. The setting provides effectively for children in the Early Years Foundation Stage. Staff have a good knowledge of each child, to ensure that they are included and make good progress in their learning and development. Children's welfare is soundly promoted through effective systems and procedures. Good-quality monitoring and evaluating systems mean that the setting continues to improve and to produce beneficial outcomes for children. Strong relationships have been developed with parents and other agencies who work with children that attend the pre-school.

What steps need to be taken to improve provision further?

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

- develop further the use of the outside play area to provide regular opportunities for children to investigate living things
- ensure parental signatures are consistently gained on accident records to show that parents have been informed of any treatment given
- develop the use of local resources to further enhance children's understanding of the world around them.

The effectiveness of leadership and management of the early years provision

Leadership and management of the setting are strong and positively impact on the promotion of welfare and learning and development for the children who attend. Most of the relevant documentation is in place, with clear policies and procedures covering all aspects of the provision. However, parental signatures are not consistently gained on accident records to show parents have been informed of accidents and/or any treatment given to children. Children are well protected as there are clear safeguarding procedures and staff have a good understanding of their responsibility in protecting children. Risk assessments are clear and detailed with confirmation of any action taken to minimise risks and hazards. Efficient structures are in place to ensure that staff are, and continue to be, suitable for their roles.

The setting demonstrates a good understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Targets set are honest and realistic and build on the good practice already established. Staff are involved in evaluating and reflecting on practice, and are given good opportunities to develop their knowledge and skills through training. They are well deployed throughout the whole of the session, showing a good understanding of their roles and responsibilities and undertaking tasks without direction. Careful attention is given to establishing the individual needs of each child and working with other agencies, where appropriate, to secure their inclusion. Displays and resources depict diversity in order to ensure children learn to value those that are different from themselves.

Sound relationships are established with parents. The setting offers clear and relevant information on what the children are doing, so that parents can become involved in the learning process if they wish. Good opportunities are provided so that parents are kept informed of children's progress, through parents' meetings, individual feedback about observations and access to children's development records.

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

All children are making good progress in their learning and development. Staff are effective in their interaction to support children's learning through discussion, explanation and questioning. As a result, the children show care and concern for each other and the environment, and they form good relationships with staff and others. Planning systems are very clear and detailed to provide a varied range of play opportunities. Clear consideration is given to children's interests as well as their stages of development. There is a good balance of adult-led activities as well as free play. All the areas of learning are covered frequently and meaningfully, linking to routines and activities that interest the children. Detailed and useful records of their progress are used well by staff. As a result, all children are given good support.

Children use their imaginations well, spending long periods of time in the role-play area. They negotiate their roles within the cafe and pretend to make cakes or write down orders from customers. Their knowledge and understanding of the world around them is promoted through daily play resources, and their involvement in a range of activities which look at different celebrations and cultures from around the world. However, local resources are not fully utilised to further enhance understanding of their community and the locality. Children play well together without adult involvement, which develops their social skills. For example, they eagerly play in the sand and water trays and share the various resources available. They count during games and activities and have many opportunities to recognise numbers and learn simple calculation through songs and rhymes. These children enjoy stories and listen avidly when they are read by staff, joining in with discussions about the characters. They are also well supported to mark-make and develop early writing skills.

Children's good health and well-being are effectively promoted. All of the required information is captured regarding children's health and dietary needs. A healthy snack is available to promote their understanding of healthy eating. Outdoor play, and the free flow between the indoors and outdoors, is much enjoyed. The children show skill as they balance on the small gym equipment and negotiate obstacles when riding wheeled vehicles. However, opportunities for them to investigate and explore the features of objects and living things in the outdoor environment are not maximised. Staff are aware of this and are working to develop this aspect of the outdoor curriculum. Staff work closely with local schools so that children are well supported to make smooth transitions.

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