

Murdishaw West Pre-School Playgroup

Inspection report for early years provision

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Inspector Anthony Anderson

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Murdishaw West Pre-School Playgroup opened in 1993 and is run by a voluntary management committee. It originally opened as a pre-school playgroup only, but now also offers out of school provision. It operates from a mobile building situated in the grounds of Murdishaw West Community Primary School in Runcorn. The pre-school provision is open Monday to Friday from 8.45am to 11.45am and from 12.15pm to 3.15pm during term time only. The out of school provision opens from 3.15pm to 6pm Monday to Friday, also during term time only. After school club children also have access to the host school's hall and information and communication (ICT) suite, in addition to a large secure outside play area adjacent to their own setting. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children under eight years may attend the setting at any one time. The setting currently takes children from age three to eight years and also offers care to children aged eight to 11 years. There are currently 36 children on roll, of which 16 are within the early years age range. The setting supports children with special educational needs and/or disabilities. There are three members of staff, all of whom hold early years qualifications to level 3. The setting receives support from the Early Years Foundation Stage Consultant Teacher Support Service, Sure Start and is also 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 enjoy the range of activities provided in the setting which offers a warm and friendly environment for play and learning. Observations and assessments support individual learning, though links to children's next steps of development have yet to be developed. Staff complete risk assessments and regularly check the safety of the setting. However, these checks are not consistently recorded. Partnership with parents is good and positive use is made of the regular links with the host school's Early Years Foundation Stage. While strengths and weaknesses are not yet formally analysed and monitored, leaders and managers are committed to improvement and have addressed the recommendations set at the last inspection. As such they show satisfactory capacity to improve further.

What steps need to be taken to improve provision further?

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

- improve and develop the recording and analysis of young children's progress and link the outcomes to planning their next steps of development in the six areas of learning
- improve the setting's monitoring and evaluation of its own strengths and areas for development and ensure that this leads to continuous improvement
- ensure that records are consistently maintained of the regular checks made

of the site, equipment and resources.

The effectiveness of leadership and management of the early years provision

Suitable recruitment and vetting systems are fully in place and help to ensure that all adults are suitably qualified and trained to work with children. Appropriate welfare policies and procedures are mostly in place. Staff are appropriately trained to administer first aid if necessary and regularly follow emergency evacuation procedures with children. However, although regular risk assessments and the checking of play equipment and resources are carried out, they are not consistently recorded. The setting's management has recently introduced a new system of recording observations to monitor young children's progress. Currently, staff do not use the records sufficiently well enough to identify children's next steps in learning.

Parents are kept in frequent touch with by staff and informed about what activities their child takes part in. They are encouraged through questionnaires to feel part of an effective and developing partnership. The relationship with external agencies, in particular the host school's Early Years Foundation Stage, is good and this helps to support and promote young children's ongoing development. The setting's system of self-evaluation is satisfactory overall but is not yet fully embedding ambition and providing sufficient focus towards continuous improvement. The setting's promotion of diversity is good as a result of a wide range of books and posters together with regular celebrations of world cultures and faiths. This supports the setting's positive focus on equality and helps to ensure an inclusive practice for all children attending the setting.

Most of the records, policies and procedures that support the setting to promote outcomes for children are appropriately maintained. However, the provider has committed an offence by failing to notify us of a change to the individuals who are members of its committee. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

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

Children demonstrate friendly relationships with staff and visitors to the setting. They enthusiastically join in games and activities with their friends and they clearly enjoy the feeling of space in the large and colourful setting. The host school's ICT suite is used well by the after school club children to support their knowledge of the wider world. The setting's secure and extensive playground is widely used to provide opportunities for physical development and to promote healthy lifestyles. Older children in the out of school club help and support their younger friends as they enjoy a healthy afternoon snack and a refreshing drink of water or juice. All staff consistently promote personal hygiene as they encourage children to wash their hands before eating and after visiting the toilet.

Children have access to a wide range of play and learning resources inside the setting and they enjoy sharing experiences and ideas with the attentive staff. As one group enjoyed the creative challenge of a construction set, others wore protective clothing as they splashed about in the laughter-filled wet play zone. A wide range of other resources allows children to draw and paint or to develop their reading and communication skills. Various displays on the setting's walls are testament to the current theme of Christmas. A range of artefacts and posters also draws attention to a number of world cultures and faiths. Children exhibit enjoyment as they take part in the activities presented by dedicated staff who also encourage them to contribute suggestions about how the provision could be improved. Children are well behaved and, as a result of the setting's observation systems and forward planning, they make satisfactory progress in their learning of future skills.

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

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| 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

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| 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 | 2 |
| The effectiveness of safeguarding | 2 |
| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 3 |

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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