

# Christ the King Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number** 306373  
**Inspection date** 03/02/2010  
**Inspector** Graham Martin

**Setting address** Christ the King RC Primary School, Allport Road, Wirral,  
Merseyside, CH62 6AE

**Telephone number** 0151 343 0424

**Email**

**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

Christ the King Pre-School Playgroup is a well-established setting run by a voluntary management committee with representatives from the local parish. It was registered in 1993 and operates from a self-contained classroom within Christ the King Roman Catholic Primary School in Bromborough on the Wirral peninsular. Children have access to a secure, enclosed, outdoor play area. Sessions operate term time only from Monday to Friday 9am to 11.30am and 12.30pm to 3pm. A maximum of 26 children aged from three to five years can attend the setting at any one time.

There are currently 56 children on roll who are within the Early Years Foundation Stage. Of these, 54 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered on the Early Years Register.

There are nine members of staff, six of whom have achieved an appropriate early years qualification and two are currently working towards a recognised qualification. The manager holds qualified teacher status. The pre-school is part of a cluster group supported by a teacher from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of all ages settle well at the pre-school and develop good relationships with staff and other children. They enjoy a balanced programme of free play and planned activities indoors and outside that support their welfare, learning and development well. The practice is inclusive and particularly good provision is made for children who have special educational needs and/or disabilities. The manager and staff have begun to evaluate the provision to identify the strengths and areas for development and show a good capacity to improve overall.

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

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

- develop opportunities to make information about the children's learning, such as learning journey books, more accessible to parents
- extend further the systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement.

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

Children are safeguarded well because all required policies are in place and work effectively in practice. Employment procedures are robust, risk assessments are thorough and daily safety checks are carried out and recorded in all areas of the pre-school. Both management and staff have a good understanding of safeguarding procedures. They understand the importance of keeping detailed written records

of any concerns about children in their care and work closely with the relevant authorities when necessary. Staff are appropriately trained in first aid procedures to further ensure the well-being of all children.

The manager and staff of the pre-school have worked hard to implement a number of improvements. In particular, staff have received training in assessing children's learning and progress and consistently implement good strategies to plan for and support children's achievements. Children benefit greatly from the expertise and experience of the well-qualified staff team as well as the good ratio of staff working with them, which frequently exceeds minimum requirements. The manager has implemented a system to monitor and evaluate the provision and is aware of some of the areas for development. However, methods of identifying weaknesses in order to implement improvement are not consistently effective because structured quality checks and self-assessment is not yet fully in place.

Children thrive because staff work in close relationship with their parents or carers, other settings attended by children and with any relevant outside agencies. The staff work effectively as a team, setting up resources well to encourage children to engage with a wide range of learning opportunities. Parents are encouraged to help with the work of the pre-school; some have joined in with visits, such as the Santa trip on a narrow boat on the local canal and being invited onto the management committee to support the development of the pre-school.

Assessments and observations of learning are carefully kept and each child has a 'learning journey' record showing evidence to support judgements about their ongoing achievements. However, these records are not readily accessible to parents without first asking a member of staff. Children with special educational needs and/or disabilities thrive because staff work closely with their parents to help understand their needs and ensure that an individual plan to support the child is in place. This is produced in collaboration with outside agencies and other providers who share the care of the children where appropriate.

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

Children are settled, behave well and play happily together. They learn how to respond to the good guidance given by adults and staff encourage high standards of behaviour, using well-deserved praise when children follow the rules. They apply clear and consistent boundaries for unacceptable behaviour and use age-

appropriate strategies to help children begin to make the right choices with regard to their behaviour. When necessary staff discuss behaviour management strategies with parents to encourage consistency between home and pre-school.

Children of all ages make good progress. Staff plan interesting and well-resourced activities that take into account individual children's interests and current learning needs. The room is set up with a variety of provision areas, each with printed cards as prompts for staff on how to promote the key learning and development opportunities for each area. These suggestions are used well by staff who are sensitive to children's learning needs. For example, the youngest children develop their number skills when an adult sensitively intervenes in an activity to help them sort toy dinosaurs and count how many in each set. Staff talk to children about colours and shapes while they are drawing and encourage children's vocabulary skills by asking them to describe their pictures. The children develop self-confidence and independence on their visit to Eastham Woods, where they adventurously search for various items to take back for their forest display. They explore the outdoor environment, have fun being very quiet to watch the birds feed on the seeds they have brought and enjoy learning how to approach wild creatures, such as the grey squirrels, safely. They develop their physical and problem-solving skills as they use the natural resources to explore, balance and climb.

Staff are flexible and adept at adapting their teaching to meet the individual needs and interests of children, making use of opportunities, such as a snowy day. Children go outside and explore the texture of snow and talk about how cold it is. Children develop a good understanding of aspects of our diverse society. They work well as a team, making a dragon for the Chinese New Year celebration. They gain some awareness of our multicultural society because they use a range of toys and look at story books that reflect a variety of cultures.

Children have exceptionally positive attitudes to learning about healthy lifestyles. They wash hands before snack and they enthusiastically help to prepare fresh fruit to share with their friends. They enjoy healthy snacks with varied and interesting menus that provide a mix of healthy options and children's favourites. They investigate different clothing and what they need to wear to keep warm in the snow. The children are confident and feel safe, they have trust in the adults and are happy to share the joy of learning and their activities with visitors. The children are particularly keen to make a positive contribution to the work of their setting. They show great concern if they think their messy activities, such as using glue, will spoil tables and they tidy the kitchen very well without being prompted. All this indicates a very good level of consideration and respect for their environment.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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