

Great Meols Pre-School

Inspection report for early years provision

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Inspector

Graham Martin

Setting address

Great Meols Primary School, Elwyn Road, Wirral,
Merseyside, CH47 7AP

Telephone number

077151 170406

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
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*.

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Description of the setting

Great Meols Pre-School is managed by a voluntary management committee made up of parents, staff and representatives from Great Meols Primary School. It is registered on the Early Years register. The pre-school opened in 1993 and operates from a mobile unit in the grounds of Great Meols Primary School on the Wirral peninsular. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open Monday to Friday from 8.50am to 11.45am and from 1.15pm to 3.45pm in term time only. There is a fully enclosed outdoor play area and access to part of the school grounds if required. There are currently 38 children on roll who are within the Early Years Foundation Stage. Of these, 37 are in receipt of funding for early education. Children come from the local community and attend for one year before moving on to schools in the area. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The pre-school employs five members of staff. Of these, two staff hold a National Vocational Qualification (NVQ) level 3, one has an NVQ level 2, one has a teaching support level 2 qualification and one is attending local Sure Start training.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff team provide an extremely inviting environment to promote learning, with an extensive range of toys, activities and equipment readily available to the children. The staff are dedicated, caring and considerate, promoting high quality care for all the children. They ensure children's individual needs are fully incorporated into day-to-day planning, enabling children to develop and progress exceptionally well. Inclusive practice is fully promoted; children with special educational needs and/or disabilities and those with English as their second language are very well supported. The manager and staff team evaluate their provision extensively which ensures they continually make improvements to the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further opportunities to involve parents in their children's continuous learning and development to enhance children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The manager and her staff team have worked extremely hard to ensure they are meeting the Early Years Foundation Stage requirements at all times. They continually review and update the group's policies and procedures to ensure they reflect changes in legislation and the expectations of children's learning and progress. Staff have a detailed understanding of the importance of keeping children safe and secure, providing a consistent approach for the children. Rigorous employment checks ensure all staff and support workers are suitable to work with the children. Children are never left unsupervised with any persons whose credentials and security have not been fully checked.

The staff team evaluates their practice extensively, identifying what they do well and any areas for further improvement on a routine basis. Regular checks on the progress of planned improvements ensure things move forward all the time. Thorough ongoing risk assessments for the premises and outings ensure the children's safety is maintained at all times. Inclusion is fully promoted by the staff team with some children given excellent support for using their home language as well as English in the setting. Staff liaise extensively with parents and other professionals, ensuring continuity of care to provide all children with the opportunity to reach their full potential.

Staff have very good relationships with parents. Information about the topics children are doing is regularly sent home, although other opportunities to involve parents in their children's continuous learning and development, which would enable them to better understand and contribute to their children's learning, are still developing. Parents say they find the staff warm, friendly and approachable, making them and their children feel welcome and part of the group. Parental involvement is promoted well, with parents producing the group newsletters and others being involved in fundraising activities. All policies and procedures are readily available to all parents, ensuring they have confidence in the high quality of care their children receive and are conversant with the day-to-day operational practices of the pre-school. The quality of self-evaluation and the commitment to continually developing and improving the quality of children's experiences in the pre-school give it exceptionally good capacity to sustain improvement.

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

The staff team work hard to set out an extensive and stimulating range of activities, toys and equipment to support each child's individual learning and development needs. Bright displays and a wide variety of interesting learning areas make the premises warm and welcoming to everyone. The children enthusiastically enter the pre-school, eager to play with the activities available and to learn alongside other children and the adults. The children's welfare and safety is paramount to the staff team. The group provides a very high adult to child ratio, enabling them to supervise the children fully at all times. Staff fully promote the

children's learning about healthy lifestyle choices and their understanding of the importance of keeping themselves healthy. Snack time is very popular, with all the children enjoying an extensive range of healthy items on a regular basis. Pouring their own drinks and tidying their plates away promotes very good self-help skills for every child.

The staff team are fully conversant with the Early Years Foundation Stage curriculum, incorporating its learning goals fully into their day-to-day activities. As the children play and learn, careful observations and sensitive interventions by adults help children to make excellent progress. Daily evaluations of the activities, often with the children involved, enable staff to identify things the children enjoy and consider changes which make activities more exciting and engaging in the future. Planning follows a topic, such as the current one on transport, which allows flexibility for children's own ideas to be incorporated as required. New children settle quickly and soon become confident in the setting as staff build on parental information and regular observations during the initial settling-in period.

Children eagerly and enthusiastically play indoors, outdoors and participate in local outings. For example, children are excited to make postcards and take them to the local post box to send to their own home address, chatting to the postman on their way and finding out about his work. They enthusiastically use the outdoor play equipment, never minding the chilly weather and knowing that an extra layer of clothing will help them keep warm. Innovative games, such as matching the rhyming names of objects uncovered from a bag, maintain every child's attention as they play as a whole group. Children particularly enjoy freely accessing the painting and modelling equipment to make their own pictures or models whenever they want. All the children enjoyed building a boat from wooden blocks and deciding that they would sail across the Mersey to Liverpool!

The children have excellent interpersonal skills that help them to make a very strong contribution to the work of the setting. They help each other learn, for example, discussing what they write down of the messages they receive in the 'railway station and bus ticket office'. They discuss how they should tackle a problem, work in teams on activities and cooperate fully when little jobs, such as tidying up, need doing around the room. The children are developing an excellent understanding of phonics and counting through the very well-supported activities provided by the staff team.

All the children are developing an outstanding understanding of the community and its services through their role play, such as playing the part of the local dentist and optician. Children behave exceptionally well because staff use a consistent approach when reminding children of the rules and reasons behind them.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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