

St Peters C of E Pre-School Playgroup

Inspection report for early years provision

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Inspector

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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

St. Peters Pre-School Playgroup was registered in 1968. It is run by a voluntary parent committee. It operates from a building within the grounds of St. Peter's C of E Primary School in the Wirral. Children have access to a playroom and a secure, enclosed, outdoor play area. A maximum of 22 children aged under eight years may attend the setting at any one time. There are currently 67 children on roll, all of which are in within the Early Years Foundation Stage. The setting provides funded early education for three- and four-year-olds. The playgroup is open five days a week from 9am until 3.15pm, term time only. 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 by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the leader, who work directly with the children. Three members of staff hold a recognised early years qualification at level 3, and of these, one is working towards Early Years Professional Status. Two members of staff hold a recognised qualification at level 2, of which, one is working towards level 3, and a further two members of staff are working towards a qualification at level 2. The setting receives support from Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and comfortable with their routines. They enjoy a wide range of interesting activities at the pre-school. The manager and staff are continually seeking ways to develop the provision and outcomes for children, and as such the capacity for continuous improvement is good. Staff work well to ensure they cater for the individual needs of the children, and enable them to make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- improve the access leading to the outside area to enable independent access
- develop self-evaluation further by involving all stakeholders in the process.

The effectiveness of leadership and management of the early years provision

Robust, accessible documentation is in place to ensure that children are safeguarded effectively. Procedures are adhered to, to ensure the suitability of adults to work with children, and professional development for staff enhances provision and is ongoing. Staff are capable and secure in their knowledge enabling

them to deal with any concerns that may arise about children's health and safety. Good partnerships with the host school and with external agencies ensure all children are well supported, particularly any children with special educational needs and/or disabilities, ensuring their needs are met. Detailed risk assessments are completed alongside premises checks, indoors and outside, in order to maintain a clean, safe environment with good site security. Access to and from the building is monitored through both the school and the pre-school. Signing-in procedures and identity checks are evident. Resources are well deployed and used well to make best use of the inside and outside space. The outside provision is securely fenced and supervised. However, while staff support ensures that children safely come and go to the outside area by using the steps, not all children are able to manage independently.

The manager and her team have developed the children's excellent understanding and awareness of healthy lifestyles. The staff have recently demonstrated their outstanding practice through gaining a health promotion award by, for example, giving excellent advice to parents on healthy lunchboxes and incorporating physical activities into many of the activities. Children show good progress in their learning and development. Parents support this view and comment on how happy their children are, and how they enjoy themselves. Partnership with parents is good. The introduction of activity books encourages the parents and children to collect photographs, information and artwork that act as a stimulus for discussion, and strengthen links with home to benefit the children.

The manager is very experienced and has a clear vision for the pre-school. She and her team have successfully addressed the areas for improvement from the previous inspection. The premises is much improved and plans are in place for involving the committee more, by developing their roles. All staff are enthusiastic and work well as a team to support the children. Relationships between the staff and the children are excellent, ensuring children feel relaxed and confident. Although not all stakeholders are involved in contributing to the self-evaluation process, the pre-school has a good understanding of its strengths and what needs to be done to improve on its current successful practice.

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

Children are well cared for and make good progress in their learning and development. Staff work together well to plan activities geared to children's individual needs and interests; for example, they were encouraged to choose coloured bean bags, throw them into matching coloured hoops and then count them. Staff record a range of observations, identifying children's next steps in their learning and skills development. Good information is gathered when children enter the pre-school to inform the initial planning. Assessment records clearly indicate their progress towards the early learning goals.

Children are encouraged to follow a healthy lifestyle extremely well. They confidently wash their hands and take turns in helping to prepare the healthy snacks. At lunchtime they enjoy their nutritious food from their lunch boxes. They

show extremely positive attitudes to learning about healthy lifestyles. They find their name card and put it in a basket to show they have had their snack. Children develop excellent social skills; for example, while making triangles on sticks, decorating them and discussing what they are doing. The room is well planned to provide designated areas linked to all areas of learning. The children freely access activities of their choice and move around confidently with good spatial awareness; for example, when sharing the water-play area and the bikes and pedal cars outside. They behave and cooperate with each other exceptionally well. They gain some awareness of our multicultural society; for example, through playing with toys, creating art work for Chinese New Year and looking at books that reflect a variety of cultures.

Staff supervise the children well at all times and are extremely vigilant. The clear routines, organisation and inclusive environment of the pre-school ensure children share equal opportunities, are settled, feel safe and are growing in confidence. Children are able to contribute positively at all times because staff respond well to their interests and encourage them to try different activities, like making a den or pretending to build and mend the pirate ship. This stimulates their interests, awareness of the world and develops their creativity. During story time the children are able to sit, concentrate, are inquisitive and ask questions. As a result, children are acquiring a good foundation to prepare them for future learning.

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	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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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