

Gorsewood Pre-School Playgroup

Inspection report for early years provision

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Inspection date	06/10/2010
Inspector	Maureen Coleman
Setting address	Gorsewood CP School, Gorsewood Road, Murdishaw, Runcorn, Cheshire, WA7 6ES
Telephone number	01928 820 669
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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

Gorsewood Pre-School Playgroup opened in 1978 and is managed by a committee of parents, whose children attend the setting. It operates from a designated room within Gorsewood Primary School, Gorsewood, Murdishaw, Runcorn. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 24 children at any one time. The playgroup is open Monday to Friday, during term time from 8.45am to 11.45am and 12.20pm to 3.20pm. Children have shared access to an enclosed outdoor play area within the school grounds.

There are currently 26 children aged from two to five years on roll, and who are within the Early Years Foundation Stage. Of these, 21 children receive funding for early education. The playgroup serves children from the local community and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The playgroup employs three members of staff. Of these, one holds a National Vocational Qualification at Level three and two hold Diplomas in Pre-School Practice. The setting receives support from the local Qualified Teacher Support team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Gorsewood Pre-School Play Group provides an inclusive and welcoming environment where emphasis is given to keeping all children safe from harm. The manager and her team are enthusiastic and work well together. However, the lack of effective self-evaluation restricts the setting's capacity to move forward. Appropriate arrangements ensure all adults working with children have undergone required vetting procedures. Despite difficult and restricted access to the outside area a satisfactory range of activities is provided for all areas of learning and development which effectively addresses the needs and interests of all children. Parents speak highly of the Pre-School Playgroup and children enjoy their time at the setting.

What steps need to be taken to improve provision further?

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

- improve the organisation of the daily routines to further increase the children's opportunities inside and outside to make independent choices about their play and learning
- devise and implement longer term and effective plans and strategies to self-evaluate the setting's strengths and weaknesses in order to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

The enthusiastic manager takes overall responsibility for the day-to-day running of the setting and she is well supported by a highly committed team. There are established recruitment, vetting and induction arrangements in place which help ensure the suitability of staff to work with young children. Effective procedures and policies concerning safeguarding and the well-being of children are fully understood by all staff. All staff have benefited from training in safeguarding and first aid. All staff have taken part in the process of self-evaluation and are proactive in seeking feedback from parents and their early years advisors. However, longer term planning aimed at improving areas of weakness is less effective. Key workers monitor and assess the progress of individual children and record this in their learning journals. They understand each child's needs and promote equality and diversity. Generally documentation is well maintained and up-to-date.

The partnership with parents is strong. Parents and carers are welcomed on a daily basis to discuss their child's progress and well-being. Information is displayed by the main door so parents can see what activities and experiences their children have been involved in. The content of the learning journals is shared with parents on a daily basis and children proudly find their own journals and talk confidently about their activities and achievements. Parents speak highly of the setting and say they get plenty of information about their child's achievements and development, and value the staff team. This is reflected in a typical comment, 'My child loves coming to Pre-School and has enjoyed playing with other children and staff.'

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

The children are happy and confident. They settle quickly and are meaningfully occupied through play in a calm but busy environment. The room is set out with different areas of learning and an appropriate range of activities to support and engage them in their development. Children confidently move freely around the room and make choices about what they want to do. Staff play along side them, intervening to prompt and extend their learning. This ensures children make effective progress and develop skills needed in their future. Staff provide opportunities for story telling, sharing books and singing, and encourage children to predict what will happen next. This promotes effective communication skills, enjoyment of books and benefits children's literacy skills. Colourful displays of the children's work including an art gallery, potato printing and Elmer the elephant can be seen on the walls.

There are evolving systems in place for the planning of children's learning and development. Staff use their observations recorded in the children's learning journals to plan individual and group activities. This ensures the needs and

interests of all children are taken into account. There is a satisfactory balance of activities between those chosen by the children and those led by adults. The difficulty in accessing the outdoor area restricts the flow of the session as all the children and staff have to be either inside or in the outside play area. The setting is aware of this and currently seek ways to address the issue.

The children develop an adequate understanding of what they need to do to stay healthy. Established routines are in place for them to wash their hands before they have their snack and after they have visited the toilet. They independently select what they are going to eat and are encouraged to pour their own drink. Children take turns to pass the milk carton round the table and make sure there is enough for everyone. Behaviour is generally good and staff encourage children to be considerate and co-operate with each other. A good example of this is tidying away at the end of the session where some children work together to put the construction toys away. This results in harmonious relationships and children enjoying their time at the setting.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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