

St Andrews Pre-School Playgroup

Inspection report for early years provision

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Inspector Sheila Loughlin

Setting address St Andrews Primary School, Townfield Lane, Bebington,
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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*.

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

St. Andrew's Pre-School Playgroup has been registered since 1993 and is managed by a committee. The group operates from a self-contained room, linked to St. Andrew's Church of England Primary School, which is situated in Bebington, on the Wirral peninsular. The children have access to a main playroom, an entrance area containing two toilets and a recently enhanced outside play area which is shared with Reception children in the school. Children also have timetabled access to the school hall. The pre-school serves the local residential community.

The group is registered to provide a service for 22 children aged from two years to five years. There are currently 39 children on roll, of which 22 are three and four-year-old children receiving funding for nursery education. The pre-school supports several children with special educational needs and/or disabilities and two children who have English as an additional language. Children attend for a variety of sessions.

The group opens five days a week during school term time. Sessions are from 8.45am until 11.45am and again each afternoon from 12.30pm until 3.30pm There are five staff, three of whom hold National Vocational Qualifications at level 3, one at level 2 and one at level 5. All members of staff have a current paediatric first aid certificate. The pre-school has the support of a foundation stage consultant in developing the Early Years Foundation Stage framework.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

St Andrew's pre-school is exceptionally effective in its care and welfare of children. They flourish in the outstandingly welcoming environment, where staff successfully meet the individual needs of all children. Staff use their detailed knowledge of every child's abilities and interests very effectively. The manager provides inspirational leadership and vision for her dedicated team of practitioners, which leads to a culture of continual improvement. Children enjoy a wealth of exciting experiences. They make excellent progress in their learning and development.

What steps need to be taken to improve provision further?

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

- extend the use of information and technology in everyday situations.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are rigorous, particularly through the application of highly effective employment practices. Staff are well qualified and

vetting systems are exemplary. Children feel safe. Moreover, staff support children to manage risks in order to keep themselves safe which is excellent practice.

Staff are passionate in their commitment to equality of opportunity. They meet the needs of all children to a high standard. They are a united, hardworking and skilled team who go to great lengths to ensure that all children feel valued, happy and achieve their best. They regularly discuss and reflect on their practice.

Communication with parents is excellent. Parents and the children are closely involved in the evaluation process where their contributions are valued and used. Excellent, well established relationships exist with parents, outside agencies and the on-site school, which directs professional help to children who have special educational needs and/or disabilities.

Children are carefully observed and assessed on entry and their progress tracked. Staff are skilled and diligent in recording children's achievements in a very well organised setting. Success is recognised and enthusiastically celebrated. Planning of exceptional quality captures children's imagination and ensures that they are really keen to learn. Staff use their thorough knowledge of the Early Years Foundation Stage framework to plan the next steps in learning for each child and staff deployment is highly effective. However, the range of resources for information and communication technology and outdoor learning is limited. Equality and diversity are very successfully promoted through a range of interesting topics, which gives children an excellent awareness of cultures different from their own.

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

Children feel very secure and happy in this welcoming environment. Staff place the happiness and welfare of the children at the heart of everything they provide. Children thrive because of excellent relationships, staff who are diligent in their pursuit of improving outcomes for all children, and stimulating learning opportunities. Children learn how to keep safe through songs, stories and role play. They learn how to clean their teeth by practicing with toothbrushes on boiled eggs, and show enormous interest in the human digestive system in the topic 'The Story of the Oesophagus'. They are active learners, settled, confident and developing good self-esteem. They sustain independent learning for long periods of time.

All children take books home to read. They enjoy a wealth of songs and stories and see books as a source of interest and pleasure. Many children begin to learn their letters and sounds. All of them love learning the alphabet to the rhythm of rock music, which they accompany on 'air guitar'. Staff introduce number through innovative practice, such as 'Maths on a Bike', for children who respond better to active outdoor learning. In snowy weather children build their own sledges. Waste pipes and guttering provide hours of fun and explorative learning for children of all ages. They are fully engaged by their learning and keen to discuss this with their parents and carers. After their 'Home and Far Away' topic, children explain to parents that that some families cook on open fires and have no lights. Children and

visitors are encouraged to bring in artefacts to teach others about their cultures, such as the grandparent who read 'The Hungry Caterpillar' to the children in Chinese, and children who dress in traditional Indian dress.

Children are provided with locally-sourced healthy snacks. Younger children are encouraged to start their afternoon sessions with a 'family' lunch with staff, where healthy eating is a priority. Children are supported to manage risk, for example, on the climbing frame, so that they learn to enjoy physical challenge and outdoor activity. Staff are highly skilled at knowing just when and how to intervene in order to enhance a child's learning, and when to stand back and allow children scope to explore. Children of all abilities and ages, including those with special educational needs and those for whom English is not their first language, often make, excellent progress within 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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

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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