

# St Mary's Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	206873
<b>Inspection date</b>	31/03/2011
<b>Inspector</b>	Tara Street
<b>Setting address</b>	St. Marys RC Primary School, Gladstone Street, Glossop, Derbyshire, SK13 8NE
<b>Telephone number</b>	01457 855412
<b>Email</b>	
<b>Type of setting</b>	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 Mary's Pre-School Playgroup is privately owned and managed. It opened in 1985 and operates from premises located in the grounds of St. Mary's Roman Catholic Primary School in Glossop, Derbyshire. Children have access to a secure enclosed outdoor play area. The setting serves families from the local and surrounding community. A maximum of 20 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open during term time Monday to Friday from 8.45am to 11.45am and Monday to Thursday from 12.25pm to 3.25pm. Children attend for a variety of sessions.

There are currently 14 children on roll, all of whom are within the early years age range. Of these, 12 are in receipt of funding for early education places. The setting supports children who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff, including the owner, who work directly with the children. All of the staff hold a qualification at level 3 in early years. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and eager to learn at this very welcoming setting. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming environment where all children are valued as individuals. Children make good progress in most areas of their learning and development as they engage in a range of enjoyable activities which take account of their individual interests and learning needs. Policies and procedures are thorough and relevant, and are implemented effectively to safeguard and promote children's welfare. Effective partnerships with parents, carers and other early years professionals have been established, ensuring children's needs are fully supported. The setting is led by a dedicated and enthusiastic owner who, together with the staff team demonstrates a positive attitude towards sustained and continuous improvement.

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

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

- enhance the mathematical potential of the outdoor area by extending the range of signs, symbols and labels, to reflect a 'number rich' environment and encourage children to be creative in finding and solving problems
- extend opportunities for children to work alongside artists and other creative adults so that they see at first-hand different ways of expressing and

communicating ideas and different responses to media and materials.

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

Children are effectively safeguarded because all staff have a good understanding of safety and child protection issues. Detailed policies and procedures are fully implemented to ensure children's safety in the indoor and outdoor areas. Thorough risk assessments are carried out regularly to minimise danger and keep children safe. There are robust collection procedures in place and high security levels within the setting. There are thorough systems in place for the recruitment and vetting of all staff and adults who work with the children. Staff are vigilant in supervising the children to ensure their safety. A good range of equipment is used that is safe and suitable for the children's ages.

Partnerships with parents and carers are good. Children benefit from the warm and relaxed relationships that have been established between their parents and the staff. The daily exchange of information ensures that children's changing needs are consistently met, particularly for children who speak English as an additional language. Parents access good information regarding the setting through the use of a parents' notice board, regular newsletters and access to policies and procedures. In addition, parents are regularly invited to special events, trips and outings and have use of a weekly story sack library. Feedback from parents and carers shows that they find staff welcoming and approachable. This is because they are pleased with the care and play opportunities that are provided for their children. The owner and staff work successfully in partnership with other early years professionals and the host school, and they have also developed positive links with the reception class teacher. Consequently, this has a positive impact on the children's future needs as many of the children move on to attend the school where they will see familiar adults and be acquainted with their new learning environment.

Staff are positive role models, work well as a team, are passionate about their work and strive to improve their practice. Recommendations made at the previous inspection have been fully addressed and have had a positive impact on the outcomes for children attending the setting. A good self-evaluation system, together with parent questionnaires, helps staff to identify the setting's strengths and areas for improvement. There is a pro-active and shared vision for inclusive practice, ensuring that every child can achieve as well as they can regardless of their background. As a result, children are fully included and integrated into the setting. The owner and staff actively promote equality and diversity in all aspects of the provision. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced.

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

Children are familiar with the environment, settle quickly on arrival and are eager to learn. They have many opportunities to make choices about their own play and learning as they freely access a wide range of activities and resources. There is a good balance of adult-led and child-initiated activities that result in children being active learners. Staff observe children, listen carefully to what they say and record information on a daily basis. Information is evaluated and used effectively to inform future planning. Children interact positively with their peers and are keen to share their ideas with their friends and staff.

Children make good progress towards the early learning goals as they access a wide range of first-hand learning experiences. For example, they eagerly and confidently play on the computer, roll out dough to create a giant snake and use a range of role play resources to make a cheese sandwich and apple pie. Outside, children enjoy games of hopscotch and laugh enthusiastically with their friends as they race around the yard chasing leaves. Children are developing a love for books as they freely access a wide range of interesting stories in the book corner and enjoy story time. They listen attentively to the story about a mole in a hole. They actively engage in the telling of the storyline and identify the numbers on each page. They are beginning to learn that print carries meaning as they self-register on arrival, use their name card to register themselves at snack-time and are encouraged to write their name on their own work. Children enjoy music and movement as they join in with a range of songs and action rhymes. Their creativity is supported through good access to a range of role play equipment, construction toys and to a wide range of media, such as chinks, paint, sand, water and dough. Children chat happily together as they create beautiful designs using a range of collage materials. However, opportunities for children to work alongside artists and other creative adults so that they see at first hand different ways of expressing and communicating ideas, and different responses to media and materials, are less well developed. Children's understanding of number, size and shape is developing well through everyday indoor activities. They confidently count how many children are present, competently recognised shapes such as squares, triangles and circles and talk about the long and short lines of cars they have made. However, the range of signs, symbols and labels in the outside area is more limited. Therefore, this impacts on children's opportunities to problem solve and appreciate a number rich environment. Children enjoy exploring their natural environment as they hunt for mini beasts, engage in autumn walks and watch with delight as their sunflowers, sweet corn and courgettes grow. Their physical development is supported very well. They skilfully throw and catch balls and enjoy the challenges of the 'Trim Trail' equipment in the school grounds. Children also benefit from planned visits into the local community, such as regular visits to the allotment where they enjoy observing the chickens.

Children behave very well and respond positively to the boundaries set, such as helping to tidy up after games have finished. Gentle reminders from staff help children develop a sense of right and wrong. They are encouraged to share, take turns and be kind to each other. Children demonstrate a growing awareness of

their own health and hygiene needs. They are fully aware of the importance of washing their hands before snacks and baking activities and after using the toilet. They enjoy a good range of healthy snacks each day, such as, kiwis, pineapples, tangerines, crackers, Melba toast, peppers and potato cakes. They also freely access drinking water throughout the session, ensuring that they remain hydrated. They are beginning to develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year. Staff encourage children to keep themselves safe as they discuss the appropriate use of equipment and learn about road safety while out walking. Children demonstrate that they are acquiring skills that will help them in the future and prepare them for their transition from the setting into school.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
The extent to which children make a positive contribution	2
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