

Mawdesley Pre-School Playgroup

Inspection report for early years provision

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10/03/2011

Inspector

Lynn Naylor

Setting address

Mawdesley Village Hall, Hurst Green, Mawdesley, Ormskirk,
Lancashire, L40 2QT

Telephone number

01704 822 721

Email

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

Mawdesley Pre-School Playgroup is run by a committee. It was registered in 1992 and operates from a room within the village hall in Mawdesley. Children have access to an enclosed outdoor play area.

The playgroup opens Monday to Friday from 9am to 12noon during term time only. A maximum of 24 children may attend at any one time. There are currently 18 children attending who are within the Early Years Foundation Stage. The playgroup is also registered to offer care to children aged over five years. Currently, there are no children attending in this age group. The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The playgroup is in receipt of funding for the provision of free early education to children aged three and four years. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The playgroup employs two members of childcare staff. Of these, both hold appropriate early years qualifications at Level 3 or above. One staff has Early Years Professional Status. The playgroup is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's unique needs are effectively met and they make strong progress in their learning and development. This is due to a very competent staff team, a strong partnership with parents and increasing communication with providers of other settings that children attend. Children's health and safety is well maintained as comprehensive policies and procedures are followed. Self-evaluation is effective, involving staff, children and parents to provide an accurate diagnosis of the provision, along with thorough monitoring and analysis. The management and staff have successfully made improvements to the service since the last inspection and demonstrate a very good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen the arrangements for sharing information with the other settings that children attend to ensure continuity of learning and care
- refine information shared with parents about how to support learning at home so it is tailored to the individual child and family.

The effectiveness of leadership and management of the early years provision

Staff follow many comprehensive policies and procedures that effectively promote the safeguarding and welfare of children. They have a clear understanding of how to recognise that children may be at risk of harm and to liaise with appropriate agencies. This is because they regularly update their child protection training online and by attending external workshops. Staff are also regularly trained in first aid, which enables them to respond effectively to any accidents. Recruitment, vetting and induction procedures of new staff are rigorous. The employee checklist is particularly effective in ensuring that suitability checks take place for all staff. There are well-maintained systems in place to record attendance, accidents and the administration of medicine. Children are kept safe inside, outside and on outings. This is because staff take steps to minimise identified hazards and regularly review their written risk assessment record.

Parents and staff have positive working relationships. Parents have opportunities to become involved in the setting, for example, through taking part in the annual review of policies. This ensures that the setting is managed according to the needs of the members and the local community. Parents are well informed about the setting as they have access to good quality information, such as, through displayed notices and an informative prospectus. A website for the setting also contributes well to this. Parents are able to share information about their child's care with their key worker, either verbally or through the home liaison book, on a daily basis. This means that children's individual needs are effectively met. However, opportunities for parents to become meaningfully involved in their own child's learning are less well developed. Generally, staff have formed good relationships with other settings to share and promote continuity of care and learning for children. However, these opportunities are not always fully exploited.

Resources in the setting are of very high quality. They are extremely well organised, accessible and planned to support children's learning really well. Staff interact with the children particularly well and are deployed very effectively around the setting. This means that children are therefore able to move freely and spontaneously both inside and outside, which further enhances their learning. Staff actively promote equality and diversity in a variety of ways. For example, children learn about cultures and diversity when they bring things in from their home, holidays and special events. The setting is very accessible for children who may use wheelchairs or walking aids. For example, specialist flooring has been laid to provide a more solid and appropriate pathway to the outdoor playhouse.

Monitoring and evaluation systems are effective in the setting in securing meaningful improvements for the children. This is because parents and staff from other agencies are invited to contribute to evaluations through questionnaires. Children are also involved in some of the decision making procedures. Recommendations from the last inspection have been addressed and the setting is currently working towards a quality kitemark. A forest school initiative has helped staff to transform learning outdoors. For example, children eagerly practise their early writing skills using a brush and a pot of mud. Managers are ambitious in their

ideas for continuing to improve the setting. For example, staff attend external training and organise bespoke training events to which they invite the staff of other settings. Staff also take up opportunities to visit other settings in order to gain fresh ideas, which they use to improve practice at their setting.

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

Children are effectively challenged and learn using all their senses during exciting and motivating experiences. As a result, children make at least good and sometimes outstanding progress towards the early learning goals in all areas of learning. Children are happy, settled and display high levels of self-esteem. They behave very well and develop social and learning skills that equip them well for the future. They show care for each other. For example, a child uses her own initiative to dispense a cup of water from the machine and bring it to a younger child who is thirsty.

Children's enjoyment and achievement across the early learning goals is very good. This is because staff are confident in their knowledge of the Early Years Foundation Stage learning and development requirements. They use this to very carefully plan a balanced range of linked activities with outings and visitors purposefully arranged to suit each topic. For example, a visit to the vegetable patch of the school next door is linked with a visit from a grandparent who grows vegetables. Plans and activities arise from observations, children's interests, parents' comments or topics. This means that the unique interests and needs of the children are very well met.

Children freely explore and investigate materials. They express themselves creatively using a readily available range of media, including crayons, collage materials and paint. They use a range of technology, for example, they follow simple instructions on computer games, controlling the mouse well to click and drag shapes around the screen. Children are developing a respect for themselves and others as they learn about their own and other cultures and beliefs. For example, they share special days, such as their birthdays, and learn about the cultures and festivals of others. A wealth of positive resources are placed within activities to promote awareness of diversity. Children see a range of languages in print throughout the setting, such as, in the playhouse and in the mark making areas. Role play experiences are exceptionally well resourced to consolidate children's learning in all areas as they play imaginatively. Children access a range of reading materials including books, magazines and recipe books in the playhouse and professional magazines for builders and building supply catalogues in the construction area. This successfully promotes their interest in literacy as they learn to read for pleasure and to locate information.

Children have a strong sense of belonging. This is because time is taken to recognise each child as an individual. For example, each child has a named placemat that is unique to them as it is made using pictures of their favourite things. Children are active, inquisitive and independent learners who play a full and active role in all aspects of their day. For example, children help to set the table for

dinner, finding the right placemats and cutlery. Children's good health is well promoted as they hygienically serve themselves nutritious snacks. For example, they skilfully control appropriately sized tongs to move carrot sticks, fruit bread and orange slices from a central tray to their plate. Children are also learning about sustainability as they wash and dry the dishes and dispose of fruit peelings in the compost bin outside. Children really enjoy learning about healthy eating as they help to prepare the vegetables for making vegetable soup. Children's physical development is actively promoted, for example, they exercise their bodies as they pretend to roll in grass and move like ducks to music. Children are aware of people who keep them safe. This is because people from the community, such as, a police officer and a road crossing warden visit to talk with the children about safety. Children are encouraged to anticipate what might happen next and why. This encourages them to think about their own safety and that of others.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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