

# Egerton and Walmsley Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	315992
<b>Inspection date</b>	07/06/2011
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<b>Setting address</b>	Hideaway Scout Hut, Blackburn Road, Egerton, Bolton, Lancashire, BL7 9SA
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<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*.

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## **Description of the setting**

Egerton and Walmsley Pre-school Playgroup is managed by a voluntary committee. It opened in 1967 and operates from the Hideaway Scout Hut and one room within the Parish hall, both of which are adjacent to the grounds of Walmsley Church of England Primary School in Egerton, Bolton. Children have access to a secure outside play area behind the Parish hall. The setting opens for two sessions each weekday from 9.15am until 11.45am and then again from 12.45pm until 3.15pm. It opens during term-time only.

The nursery is registered on the Early Years Register. A maximum of 40 children from two years may attend at any one time. There are currently 93 children aged from two to under five years on roll, all in part-time places. The nursery has a small number of children with special educational needs and/or disabilities. There are 14 members of staff, 12 of whom hold relevant early years qualifications. One member of staff holds Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The long standing and dedicated management team work hard to continually update their provision. They are reflective and self-evaluate as a team. This results in a setting which knows itself well and effectively identifies some relevant ideas that are likely to bring about further improvements to the provision for children. Children enter happily and are well cared for as the mostly effective organisation ensures all legal requirements are met. They make good progress across almost all areas of their learning and most children, including those with special educational needs, are well supported. Effective communication with parents and others helps establish information about children's specific needs and ensures children who need it get the right support. Some partnership working supports children's continuous learning journeys.

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

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

- use quality improvement processes and monitor provision to extend effective practice and identify gaps in teaching and learning, particularly in problem solving, reasoning and numeracy
- work together with parents and other practitioners to support transition between settings and provide continuity for children's learning
- review staff rotas and deployment to ensure the key person is available for each child

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

Children are suitably safeguarded. A good number of staff have received introductory training in relation to safeguarding issues. Procedures are regularly reviewed and managed to ensure they are understood by all staff. For example, they are revisited at team meetings when they are being updated. Clear recruitment and vetting procedures ensure all adults are suitable to work with children and a single central record of all Criminal Records Bureau clearance details is held. The environment is safe and supportive. Generally effective risk assessment procedures ensure potential hazards are identified and minimised. Staff are vigilant, for example, they conduct routine headcounts before and after children go out to play. The nursery has a clear complaints procedure and seeks parental feedback using questionnaires. Arrangements to promote children's welfare are good. A significant number of staff hold current first aid certificates. They follow clear procedures regarding accidents and arrangements to identify and meet children's health needs are strong. Any emergency medication is kept accessible to staff at all times. This includes when children are taken from the pre-school building over to the outside playground.

The management team are motivated to keep up-to-date with developments in early years practice and to seek further improvement to their provision. Since their last inspection, they have recruited a member of staff who holds Early Years Professional Status and who has helped support the development of planning systems to support children's learning. They have used grant funding effectively to enhance the outside play area and provide an interesting area for children to play physically and to explore and investigate. The nursery's evaluation of itself is based on group reflection and has led to a broadly accurate analysis of its own performance across most areas. However, the information used to inform the evaluation is narrow and management do not track children's learning to evaluate the quality of teaching. As a result, provision is better in some areas than others, which results in gaps in learning.

The setting ensures that the needs of every child are known and met. Working closely with parents, staff plan how to meet individual needs. Right at the start, initial visits and the completion of 'all about me' sheets facilitate relationship building and establish clear information about each child's backgrounds and needs. Parents and carers are encouraged to share information about children's learning, although, they are not systematically informed about plans for children's next steps, so they can play a part in their child's learning journey. The setting is making some good attempts to work in partnership with other settings, particularly the schools to which children transfer. This helps with their transition process. They communicate well with other carers when they see them regularly, such as childminders. However, as yet, they have not linked with other settings children attend and, therefore, children's learning journey is not always a continuous process. The setting works closely with other professionals involved in meeting children's specific needs and parents praise the settings approach to working closely with, for example, speech and language therapy programmes.

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

Key staff have a good understanding of how children learn and use this to provide learning opportunities in everyday situations. Other practitioners are continuing to develop their understanding of how to implement the comprehensive systems available to make assessments and plan for children's progress. All staff spontaneously observe and, as a result, they know the children well. Identified keyworkers meet the needs of their key children by using this information to plan in response to learning needs and interests, although, for a small number of children this process is not always effective. This is due to changes in the deployment of their key person which hinders the delivery of opportunities to help them achieve their next steps. Children's learning is good overall. This is largely due to the vibrant and stimulating learning environment, which enables children to become active, independent thinkers and learners. Each area of the room is planned for each day with the addition of a focussed activity to support a specific theme of learning. This ensures children are provided with a broad range of play and learning opportunities, however, provision is not currently monitored to ensure all areas of learning are provided for. As a result, there are fewer opportunities for children to develop their skills in numeracy, particularly calculating.

Children's ability to think for themselves and to follow through their own ideas is evident. This, along with some secure progress in communication, language and literacy forms firm foundations for their future. Interesting opportunities are provided for children to play using natural materials. Children think creatively and use toy diggers in the sand to make a 'building site'. They then rummage in storage boxes to find small houses which become their own homes in the village they make. Children are confident to approach their carers and they speak confidently to their visitor, shouting 'good morning' quite spontaneously. They have many opportunities to develop their skills in recording. Mark making tools are provided in many areas of play. Children 'write' on paper as they pretend to speak on play telephones and they concentrate for long periods using a wide range of media to draw at the mark making table. More able children write their names on their pictures recognisably and without prompt. They also find their own names on the self-registration board as they enter. They are beginning to explore words that rhyme and engage in more activities to promote their readiness for learning about letters and sounds.

Children are taken across to the outside play area as part of the routine each day. They eagerly use the equipment and challenge themselves to hoola-hoop, balance the hoops, score a goal in the football nets and balance on the tyres. Staff provide interesting areas which encourage children to explore and investigate. They have grown fruit and vegetables, for example, to explore nature and healthy eating. Covering the pergola with soft sheeting to create a 'den' encourages a small group of boys to sit together, engage in conversation and to look at books. Children understand the boundaries of the setting as staff give clear expectations and use simple methods which children understand. For example, children know their turn on the computer is over when the sand timer runs through. They engage in safe

practices because they are an expected part of the routine, for example, children hold hands and walk in line to cross the car park to the playground with staff. They independently sweep up spilled sand and take an active part in the tidying up process.

## 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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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

<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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