

# Saint Jerome's Pre School Playgroup

Inspection report for early years provision

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**Unique reference number**

EY418056

**Inspection date**

12/07/2011

**Inspector**

Frank Kelly

**Setting address**

Saint Jerome's Pre School Playgroup, Greenloons Drive,  
LIVERPOOL, L37 2LX

**Telephone number**

01704 879 000

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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).

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## Description of the setting

St Jerome's Playgroup was originally registered in 2002 and has been registered to the current organisation since 2010. It is operated by a charitable committee and is based in a self-contained unit within the grounds of St Jerome's Primary School in Formby, Merseyside. There is an enclosed outdoor play area. The setting operates each week day, during term times only between 9.15am to 3.15pm.

The setting is registered on the Early Years Register and is registered to care for a maximum of 24 children in the early years age range at any one time. There are currently 56 children on roll. The setting supports a number of children with special educational needs and/or disabilities.

The setting currently employs 10 staff to work with the children. Of these nine hold early years qualifications and one is working towards a qualification. One member of staff holds an Early Years degree and Early Years Professional Status. The setting receives support from the Local Authority and provides funded places for the provision of early education for some of the three-and-four year olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Robust partnership working with other professionals and the excellent engagement of parents means that each child's uniqueness is superbly recognised. Thus, children's individual needs are extremely well planned for and attended to. The management is well organised; implements secure self-evaluation and demonstrates an enthusiasm and commitment to driving forward improvement of the service for children. Staff implement good policies and procedures to keep the children safe and in most instances regulatory information is retained. Staff have created a purposeful and lively learning environment within which each child makes excellent progress in their learning and development taking into account their starting points.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 12/07/2011

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

- further develop the activities that help children to know about their own

cultures and beliefs and those of other people. Consider how the suggestions within the Practice Guidance for the Early Years Foundation Stage, could be applied to further build on the practice already in place

- extend the ways for children to do things on a bigger scale outdoors. In this instance consider how the information and communication technology equipment could be used to help children problem solve.

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

Children are effectively safeguarded as all reasonable steps are taken to assess suitability of the adults working with the children. These include recruitment procedures that reflect the recommended guidance; including the seeking of identity, qualifications, references and a full Criminal Records Bureau check. Senior staff have completed thorough training and they ensure that training opportunities and support are provided regularly; including frequently revisiting the procedures during team meetings. Consequently, staff demonstrate a very secure understanding about the procedures they should implement to report any concerns about abuse of a child. Good day to day organisation and effective procedures for the management of the premises means children are cared for in a safe and well maintained environment. Risk assessments are sound and complimented by frequent checks throughout the day. Security is effectively maintained and the servicing of fire and electrical equipment is undertaken as required. Overall the setting maintains regulatory documentation efficiently; however, there is one exception. It has not established details about who has parental responsibility for and legal contact with a child. It is accepted that the setting has identified this but this is a regulatory requirement and must be established before a child is cared for. The management has agreed to address this immediately.

The management has high aspirations for improvement. It is committed to improving the quality of the provision for children and its enthusiasm is reflected in the way the staff team works in a harmonious and efficient manner. The children benefit greatly from the consistency of approach and enthusiasm of interest afforded to them by happy adults. Self-evaluation has been undertaken and a quality improvement programme is being successfully implemented with the identification of soundly chosen actions for future development and improvement.

Good organisation of resources throughout the setting means children have lots of choice that stimulate their curiosity and provide them with developmentally and achievable challenges. Staff's warmth of welcome and printed messages in differing languages and scripts, posters, pictures and play figures contribute to the setting's inclusive feel. Staff ensure that there are books, stories and activities that allow children to learn about their wider world. Although, they do not purposely plan within the activities to help children explore any similarities and differences within their own and other peoples cultures and beliefs.

Partnerships with parents are excellent and several parents took the time to share their views; praising the staff and quality of this setting extremely highly. Differing views highlighted the staff's commitment to their flexible approach to ensure that

children's changing needs are met and parents fully supported. The setting provides a wealth of information to engage parents with. Displays, newsletters, and animated daily discussions provide a varied forum for the quality exchange of information. Open days and first visits take place and a Foundation Stage presentation is given at the start of the academic year, during which staff explain how the differing aspects of play, support the children's thinking and learning. Photographic displays with explanations about the benefits of play and other aspects of the Early Years Foundation Stage, provide parents with additional information about the children's activities and learning. Good information is sought from parents when children start and is effectively used to help plan the individual care needs for each child. This engagement of parents and sharing of information, provides an excellent base for staff to support those children with special educational needs and/or disabilities. Those with the responsibility for coordinating such services, demonstrate dedication to engaging parents and other professionals and services. They effectively ensure that children's transitions are robustly implemented and that the transfer of essential information and equipment is made an utmost priority.

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

This is a relaxed and happy setting where the children enter eagerly and benefit from the warm and accepting attitudes of the adults who care for them. Daily routines and staff's high expectations mean children of all ages, are developing good independence skills and demonstrate an exceptional understanding of developing healthy lifestyles. For instance, children competently pour their own drinks and visit the toilet independently. They explain to interested adults about the importance of hand washing to prevent an 'upset tummy from the germs' and they suggest that healthy foods include lettuce, tomatoes, cucumbers and various fruits such as oranges. Positive adult interactions, consistent and polite role modelling means that children are developing excellent social skills. Children are well behaved and show a growing maturity as they independently challenge the actions of others. For example, they explain calmly to a younger child that they should be careful with their model. They learn about turn taking during story time and staff gently help them understand about not talking over their friends and to listen to each other. Activities linked to fund raising events, such as, Red Nose Day, help them to gain a sense about helping others.

Children's learning is significantly enhanced through the thoughtful organisation and the way staff support children to extend their thinking and language skills. For example, children understand that the pencils by the easel outside, are so they can write their names on their pictures. During group story times the children eagerly join in with favourite rhymes and talk about what they see. Staff talk about and use a range of terminology such as barnacles. They ask questions to help the children explore and share their ideas. For example, they ask what might the blue whale be if it was black and white and why do jelly fish sting? One child suggests that it is because the 'jellyfish is frightened'. This emphasis on language and talking is reflected in the children's spontaneous discussions as they describe

things with specific detail. For example, they talk about their friend as being 'the one over there with the black cape' and that blue 'is the colour of the triangles on the flag'.

Staff maintain detailed children's records of learning and use their observations of the children, to help plan activities linked to children's interests and which promote the children's next steps for learning. They are adept and imaginative at engaging children in fun ways to explore concepts, such as counting or number recognition. For example, they create a magnetic fishing game, with numerically labelled fish. They encourage children to develop their dexterity by getting them to thread the buttons against the clock. Role play is relished by the children with lots of dressing up as pirates. This child-led interest being extended by engaging children in converting the water pump outside into a ship and creating 'tea stained' treasure maps.

Staff regularly engage the children in consultation about what they would like to do. Children enjoy a full range of activities as they sing songs, listen to stories and mark-make, with a wide range of resources. Some eagerly write their own name with recognisable letter formation and eagerly seek to use electronic keyboards to explore print and number recognition. They count well and use computers with speed and familiarity. However, the staff have not fully explored how they could use technology in the outdoors area to enhance children's problem solving further. That said, their innovative and enthusiastic approach means that children's skills for the future are being superbly fostered. Children are clearly benefiting from this caring environment, which effectively fosters their early citizenship and encourages their independent active learning.

## 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	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	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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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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