

# Shawe Hall Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number**

318702

**Inspection date**

16/09/2011

**Inspector**

Alec Smith

**Setting address**

Shawe Hall Community Centre, Church road, Urmston,  
Manchester, M41 6HJ

**Telephone number**

0161 748 0539

**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**

Shawe Hall Playgroup opened in September 1997. The registration holder is a private individual. The playgroup operates from a large hall in a community centre on Church Road, Flixton. All children share access to a secure enclosed outdoor play area.

The playgroup is open Monday, Tuesday, Thursday and Friday, from 9.30am until 12.30pm during Trafford school term times. A maximum of 30 children may attend the playgroup at any one time. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 42 children attending who are within the Early Years Foundation Stage

The playgroup employs seven staff. Of these, six hold appropriate early years qualifications. The playgroup receives support from Trafford Sure Start and Trafford school improvement service.

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

Overall the quality of the provision is good.

Children benefit from a safe and secure environment in which they settle quickly because the staff take time to meet children's needs. Staff plan for children's individual next steps and so most develop at a good pace. Detailed procedures and effective practices contribute towards the safety and welfare of the children. Activities are adapted so that all children, including those with special educational needs and/or disabilities, can take part. Staff work closely with parents and other providers to ensure continuity of care. They regularly review their practice and are aware of strengths and weaknesses.

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

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

- develop tracking systems in place, so that continued analysis of children's progress and vulnerable groups can be made
- develop further opportunities for children to explore their own ideas in the learning environment.

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

Children are well protected because staff have a clear understanding of safeguarding policies and procedures. They are well informed about local safeguarding procedures as they have completed recent training. Staff are

appropriately vetted and are safe to work with children. They maintain detailed and regular risk assessments. This means that children are safe to use equipment and take part in trips in the local environment, such as going to the local post office. Children are further protected as the setting maintains good records, including accident, medical and attendance records.

Staff have a secure knowledge of the Early Years Foundation Stage and use this effectively to support children in their learning. The environment is well organised, with a large number of resources, such as transient art activities and a large outdoor play area. Children are able to choose freely where they play, but there are, in some areas, limited opportunities for children to develop their own ideas.

The setting is aware of its own strengths and weaknesses. Staff continue to look for ways to improve the provision for the children, such as developing further the current observation and assessment procedures. They have addressed previous recommendations effectively. For example, they have developed further opportunities for children to understand the local environment through a variety of trips and visitors.

Staff ensure there are good communication links with parents and carers. For example, staff have developed a website so that parents can see what the setting does and communicate their ideas to the setting. They obtain useful information about each child when they start. This means that children's individual needs are effectively met. Parent's views are sought in areas, such as the setting's policies and procedures, which ensures that everyone has a full understanding of what is expected. The setting has close links with the local Children's Centre and staff from there regularly visit to support children's welfare and learning.

Staff have developed an effective equal opportunities policy that is reviewed regularly and supports the staff well. The Special Education Needs Coordinator supports staff to adapt activities for children and is sensitive to children's needs. For example, she develops plans for children who may have some issues with their behaviour. The setting also ensures that children who have English as a second language are well supported, through close links with the family.

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

Children take part in a wide range of innovative physical activities. For example all children take part in a fantastic yoga session where they talk about stretching their bodies, breathing and different body parts. Children are able to get out in the fresh air because both open and covered outdoor areas are superbly used. Children learn excellent hygiene routines, as they are encouraged to wash their hands with staff that provide outstanding role models. At snack time children are given a wide choice of healthy food. This means that they learn about making healthy food choices. Staff give this area the utmost priority and are led by an enthusiastic Healthy Setting Coordinator.

Children feel safe and secure because staff take the time to settle children in when

they start. Children have developed good ideas about how to stay safe as staff plan visitors to talk to the children. For example, one of the parents who was a fireman came to talk about fire safety. Children remind each other about the rules of the setting and how to use toys and resources. This is because staff have visual reminders around the setting.

Children make good progress towards the early learning goals as staff plan activities around children's interests. They regularly observe and assess what the children do. However, this could be developed further to give a greater understanding of needs through out the setting. Children have opportunities to develop storytelling. For example, staff have set up a transient art area focusing on the three little pigs, where children retell the story using natural resources such as straw. Children sing counting songs and compare sizes of dinosaurs in the small world area. This ensures children are developing their numeracy skills. They explore the local area on visits, take pictures of what they see and make models of the buildings.

Children are well behaved in the setting. This is because there are clear expectations and they are well explained to the children. They learn about their own and other cultures through celebrations such as Chinese New Year and Hanukkah.

## 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

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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