

# Holy Spirit Pre-School/Playgroup

Inspection report for early years provision

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<b>Inspector</b>	Virginia Taylor

<b>Setting address</b>	Holy Spirit RC Primary School, Cotterill, Halton Brook, Runcorn, Cheshire, WA7 2NL
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<b>Type of setting</b>	Childcare - Non-Domestic

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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**

Holy Spirit Playgroup was registered in 1984 and operates from a building situated in the grounds of Holy Spirit Primary School in Runcorn. A maximum of 24 children may attend the playgroup at any one time. The playgroup opens each weekday from 8.45am to 11.45am and 12.15pm to 3.15pm term time only. Lunch time provision runs from 11.45am to 12.15pm. Children have access to an enclosed outdoor play area. In 2007 the playgroup became part of Halton Brook Children's Centre. The playgroup is registered by Ofsted on the Early Years Register.

There are currently 37 children aged from 2 to under 5 years on roll. Of these, 23 children receive funding for nursery education. Children attend from the local community. The playgroup currently supports a number of children with special educational needs and/or disabilities, and children with English as an additional language

The playgroup employs six members of staff. Four hold appropriate early years qualifications. The Manager holds a Degree in Integrated Practice, one staff member holds a National Vocational Qualification in early years at level 3, one staff member holds a National Nursing Examination Board qualification and a Diploma in Pre-school Practice and one staff member holds a Diploma in Pre-school Practice. The two remaining staff are unqualified. 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 cared for in a warm and welcoming environment with effective and detailed systems to ensure their ongoing safety. Staff use the key person system to plan effectively for children's individual needs and their next steps and as a result, children's needs are well met. Staff are committed to inclusion and skilfully adapt activities to ensure all children, including those whose first language is not English, are fully included. All staff regularly review their practice through the good use of quality improvement programmes and this gives the setting the ability to identify areas of strength and areas for improvement. As a result, they have a good capacity for continuous improvement.

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

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

- involve parents in the observation, assessment and planning process.

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

Children are safeguarded in the playgroup as staff use effective policies and procedures to guide their practice. The completion of regular risk assessments and daily checks ensure that children are safe to move around indoors and outdoors. Detailed risk assessments are completed when children go on trips, for example, in preparation for their recent visit to the farm. Staff demonstrate good knowledge of local safeguarding systems. The playgroup maintains detailed records to support the welfare of all children.

Staff have a good understanding of the Early Years Foundation Stage and use this effectively to plan for children's continued learning. The environment is well resourced and organised. The staff reflect on their practice using structured programmes and have made improvements to their outdoor provision to support learning in all areas. Their commitment to improvement has ensured that recommendations from the last inspection have been met.

Engagement with parents is mostly effective. Some parents are not always aware of who their child's key person is, and that they are able to view, and contribute to, their child's 'Learning Journeys'. Parent's views are sought through the use of parent questionnaires and letters home. A board located in the reception area gives parents useful information like the snack available to the children each day.

The playgroup has excellent links and inspirational partnership working with the Children's Centre. The children are able to use the well-resourced sensory area in the Children's Centre. The playgroup receives and responds to the high-quality support provided by the Children's Centre and the advisory teacher ensuring that children's learning, particularly in the area of personal, social and emotional development, is very effectively supported.

Adults appropriately and actively promote equality and diversity. There is an effective equal opportunities policy which is reviewed regularly. The Special Education Needs coordinator develops individual plans for children with specific issues. Adults identify a child's need for additional support as early as possible, they share information with parents and with interagency teams to ensure each child receives the focused support they need. Those children who have English as a second language are well supported within the playgroup, for example, through the use of words in their home language located around the playgroup and picture time lines.

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

Children enjoy a wide range of free-flow activities in the interesting and engaging indoor and outdoor areas which has the advantage of a large covered area to allow children to use the outdoor provision in all weathers. They play on a large wooden

climbing frame and show excellent skills of climbing and balancing. Children particularly enjoy riding bikes and laugh as they transport small concrete bricks from one side of the play area to the other. Their developing imaginations are evident as they pretend to be different characters and sing songs on a 'stage' area. Children enjoy digging and building and staff have arranged a small area to enable children to explore this activity. The skilful use of 'treasure boxes' support the development of language and communication skills. Staff place large shells to children's ears and ask them to say what they hear. Children delight in the sounds they hear. Staff plan carefully and make sensitive observations and children make good progress towards the early learning goals. Parents and carers are not always invited to contribute to this process and therefore the valuable knowledge they have of their child is not always used.

Children learn excellent hygiene routines, as they wash their hands and brush their teeth after meals, showing high levels of understanding about the impact of these activities. The playgroup has recently been awarded the Early Years Healthy Status Award from the local authority in recognition of excellent health promotion practices. At snack time children are given a wide range of healthy foods and can discuss which foods are good for you. Children freely access fresh drinking water throughout the day further maintaining their own good health.

Children behave extremely well in the playgroup and show high levels of respect for each other, understanding and encouraging others to take turns, say 'please' and 'thank you' and understand the importance of sharing. The playgroup uses a set of rules, which the children can confidently talk about and implement. Staff respond very sensitively to children who are upset and discuss feelings and relationships. This further encourages the independent regulation of their own behaviour.

Children have the opportunity to use information and communication technology on a daily basis and enjoy using equipment such as digital cameras, computers, interactive white board and head phones as they listen to stories and music. Children use this equipment with confidence and are able to make their own choices. Children make a positive contribution to their environment and value the use of an 'emotion tree', placing their dummy or special item on the tree until they go home, staff inform the children that it is time for prayers before snack and children enjoy this time for reflection. Children learn about their own culture and that of others through celebrations such as Chinese New Year, Christmas and the celebration of their own birthdays in the playgroup. This further develops their levels of respect and tolerance.

## 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	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	1
The extent to which children develop skills for the future	2

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