

Parkgate Pre-School

Inspection report for early years provision

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Inspector Jo Warburton

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Type of setting 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

Parkgate Pre-School is run by a management committee. It opened in 1994 and now operates in a purpose-built building on a school site. Children have access to an enclosed outdoor play area. The pre-school is situated in a residential area in Parkgate, South Wirral, Cheshire. It is open each weekday from 9am to 12noon and 12.30pm to 3.30pm. A lunch club is offered between 12pm and 12.30pm.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 48 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports a number of children with special educational needs and/or disabilities.

There are nine members of staff, three of whom hold appropriate early years qualifications at level 3 and three at NVQ level 2. In addition, two members of staff are qualified to degree level. The setting provides funded early education to three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a welcoming and fully inclusive environment, where staff respect and value children as individuals. Staff's good understanding of the Early Years Foundation Stage contributes to the children making good progress in their learning and development. Partnerships with parents and other agencies are well developed. Policies and procedures are implemented effectively to safeguard and promote children's welfare. Records and documentation are in place, although, not all are consistently maintained. There is a strong emphasis on professional development with effective self-evaluation, identifying strengths and weaknesses to drive improvement.

What steps need to be taken to improve provision further?

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

- obtain written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare). 19/01/2012

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

- enhance the quiet area to allow children more opportunity for rest and relaxation
- replenish further the resources reflecting other cultures.

The effectiveness of leadership and management of the early years provision

A strong commitment to keeping children safe means that all staff have a good understanding of their roles and responsibilities in relation to safeguarding. All necessary policies, procedures and records are in place. Effective safeguarding checks ensure that the pre-school only employs personnel who are suitable to work with children. However, there is a partial breach of the welfare requirements because written permission to administer medication lacks sufficient clarity to ensure children receive treatment in accordance with their parent or carer's wishes. New policies, procedures and record-keeping formats are currently being introduced to enhance the recording of such information. Staff are vigilant throughout the day, ensuring children are well supervised and protected from accidental harm. Detailed checks are routinely carried out to protect children as they play indoors and out, and go on outings.

The pre-school dedicates time to getting to know children and their families, fostering strong relationships and helping to ensure that children settle quickly and feel secure. Comprehensive information is gained when children join the setting. This is used well to provide children with carefully tailored learning opportunities. Staff complete detailed files on the children, which allow their parents and carers to be well-informed of the progress they are making. Time is taken to chat with parents and carers on a daily basis, so that any concerns or issues are promptly dealt with.

Partnerships with others are well developed, and staff work well with appropriate professionals and support agencies. As a result, children with special educational needs and/or disabilities are extremely well supported. Staff promote positive attitudes to diversity and difference for all children. Consequently, children and families feel included, safe and valued. Staff are well qualified and are highly committed towards continuing their own professional development. Deployment of staff is good, and children have access to a rich, varied and imaginative choice of activities and resources.

The senior staff lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify areas of strength and prioritise development. An action plan is in place, and managers are knowledgeable about the pre-school's strengths and weaknesses. Staff have highlighted the quiet area as an area for development as well as enhancing their current resources depicting other cultures, but have not yet put these improvements into place.

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

Children progress well as they are provided with a broad range of interactive activities. The stimulating environment is well resourced and supports children's progress towards the early learning goals. Children are very happy throughout the

session and are warmly welcomed by staff and peers when entering the room. Children are confident and secure, chat and laugh together, and are given strong support from the joint keyworker system.

Children happily engage in role play, drawing maps and dressing as explorers. Staff engage with children in meaningful conversation about the winter topic, and staff add their ideas for activities to the planning wall. This ensures many activities are child-initiated, and their suggestions, such as baking and winter role-play clothes, are acted upon by staff. Craft and malleable activities are provided daily, and children are supported well by staff when developing their cutting skills. Children's information and communication technology skills are generally promoted as they experience a suitable range of opportunities to use a computer, CD player and programmable toys. Staff are actively engaged in children's play as they all put construction worker hats on during small group time. Staff are skilled in supporting and extending children's learning through using effective questioning techniques, and they encourage children to think critically and make connections in their learning.

There is an energetic and purposeful atmosphere throughout the setting with all children busily on task. Children thrive on the good balance of adult-led and child-initiated opportunities and enjoy their learning. They enjoy the benefits of both free choice and the more focused small-group time. A good range of materials and literacy opportunities are offered to the children. They have access to whiteboards, and sand trays are provided with different tools to make marks. Staff encourage children to self-register on arrival at the pre-school, providing additional opportunities to recognise their name. Children share exceptionally well, encouraged and praised by staff when doing so as they happily wait their turn to make marks in the sand trays.

Children enjoy healthy snacks of bread sticks and houmous, and all children are encouraged to use wipes before eating and to wash hands after toileting. This promotes their understanding of health and hygiene. Children move freely between the indoor and outdoor areas; this provides plenty of physical exercise opportunities. They build with large crates allowing problem-solving opportunities to be extended outside. Children's interests are fostered as they recreate a trip to Chester Zoo, with toy animals hidden in the shrubbery. Children travel on a toy train around the playground, hunting and counting the animals maximising mathematical experiences.

Children are very well behaved and polite, reflecting the excellent role models provided by staff. Children's understanding of the wider community is effectively promoted through the celebration of various religious and cultural festivals, including Diwali and Chinese New Year. Links with parents are developed further to extend the children's knowledge of people in the community. Parents with professions, such as a vet, health visitor, bricklayer and doctor are invited into the pre-school to explain their role to the children.

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	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

Outcomes for children in the Early Years Foundation Stage	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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