

Greasby Pre-School Playgroup

Inspection report for early years provision

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Inspector

Gillian Sutherland

Setting address

Methodist Church Hall, Pickerill Road, GREASBY, Wirral,
CH49 3ND

Telephone number

01516041840

Email

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

Greasby Pre-School Playgroup was registered in 2011. It operates from Greasby Methodist Church in Greasby. The setting was re-registered and is now managed by a workers cooperative made up of staff members and run as a limited company. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. The setting is registered on the Early Years Register to care for a maximum of 35 children at any one time, all of whom may be in the early years age range. There are currently 38 children attending who are within this age group. The setting provides funded early education for three- and four-year-olds.

The setting employs 10 members of childcare staff. The manager holds a level 4 qualification and is working towards a foundation degree. The deputy manager holds a level 3 qualification, along with two other members of staff, and two more hold a level 2 qualification. 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 safe and stimulating environment. Staff fully understand how to successfully implement the Statutory Framework for the Early Years Foundation Stage into the daily activity programme. Consequently, children are very happy and make good progress in their learning and development. Staff have a good knowledge of each child's individual needs, enabling them to plan appropriate activities. Staff have developed a good working partnership with parents and keep them fully informed of forthcoming activities. Systems to evaluate and improve practice have been identified. All staff have contributed to this process, however, the views of parents have not yet been included.

What steps need to be taken to improve provision further?

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

- develop further the self-evaluation process to improve the outcomes for children, and include contributions from parents
- update the safeguarding and complaints policies to ensure they fully comply with current guidance and legislation.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are good. Through attending training staff are confident to recognise possible signs and symptoms of abuse or neglect and know whom to contact should they have any concerns. Staff working with the children have been appropriately vetted. Daily risk assessment checks around the setting ensure that any risks to children's safety are minimised effectively. Children learn about staying safe as they regularly participate in fire drills, records of which are maintained. Most of the policies and procedures fully comply with current guidance and legislation. However, the safeguarding policy does not include the telephone number of the local police. Also, the complaints policy does not include the contact number for Ofsted as the regulator. Policies and procedures are accessible to parents at all times. The spacious play area is organised in such a way that promotes children's independence as they self-select which activities they want to participate in.

The staff team are also the owners and joint managers of this setting and have a clear vision of what it is they want to achieve. Systems for self-evaluation are in place and an online self-evaluation form has been submitted to Ofsted. The setting promotes equality and diversity very well. Staff gather all the required information about the children's individual needs prior to care commencing, enabling them to plan and provide developmentally appropriate activities. Good opportunities are provided for the children to learn about the cultures and beliefs of others through books and celebrating both seasonal and cultural festivals as they occur throughout the year. There are currently no children attending who have special educational needs and/or disabilities. However, the manager is fully aware of the importance of working closely with outside agencies to support children's welfare and development. Staff share information with other settings children attend and aim to build relationships with others who care for early years children to ensure consistency of learning and care. The setting is beginning to address preparing children for the transition to other providers, including school.

The setting engages well with parents and carers, who receive good information in the form of a prospectus and newsletters. Parents give extremely positive feedback about the care given to children and the activities provided. Learning journeys are in place and are a record of their child's development using written and pictorial evidence. These documents are available to parents at any time. Regular report summaries identify children's achievements and next steps of learning. Parents are invited to comment on the reports that are sent home during each term, enabling staff and parents to work together to promote children's learning and development.

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

Children and their parents receive a warm welcome from staff as they arrive at the setting. They self-register their attendance by looking for their names on the board

outside the playroom and then transferring these to another board inside. Staff have already set out the play area with a wide range of activities before they arrive and ensure it is set out into such a way that children can choose to access physical games or enjoy some of the more quieter and creative activities. Throughout the morning the resources and activities available in the hall link into the six areas of learning. Children eagerly go straight to the activity of their choice after saying goodbye to their parents. A formal registration session occurs, after which children are reminded of the setting's rules. These include being nice and polite to each other, using our 'walking feet' and playing nicely with the toys.

Staff are caring and warm in their approach to children, who feel safe and do not hesitate to go and sit down with them in the book area to read a story or to ask them for help when they want their dressing-up clothes fastened. Children receive regular praise and encouragement from the skilful members of staff, raising their self-esteem. Children's behaviour is good and staff are very good role models, speaking quietly and courteously to them at all times. Gentle reminders and explanations make children aware of the dangers of running around the activity area while pushing a doll's pram. The end of the hall is separated by dividers, allowing children space to participate in more physical activities and the opportunity to learn good coordination skills. For example, equipment includes tunnels for children to climb through, large soft footballs and smaller plastic balls which children enjoy throwing into an animal-faced container or just rolling them along the floor to each other.

Later the same area is used by a whole group of children as under the guidance of a member of staff they go on an imaginary 'beetle hunt'. This involves them acting out a journey through various imaginary places in various weather conditions. Children eagerly participate in this game using their imagination and making the appropriate noises and actions. They have access to equipment which links to and extends the current theme of insects. They use black play dough and cutting tools to create spiders legs, practising their manipulative skills. A member of staff brought some water beetles in from their pond and children used magnifying glasses and a microscope to look at and discuss the size of these creatures, using terminology such as 'bigger' and 'smaller', and learning about the natural world. They also can see this on their computer monitor, gaining early information and communication technology skills. Children enjoy accessing the role play resources as they dress themselves up in one of the many outfits. Some choose to see how their toy vacuum cleaner works and 'clean the carpet', gaining experience of everyday tasks.

Children benefit from healthy snacks and drinks, for example, fruit, crackers and breadsticks, with drinks of water or milk. Posters around the snack area highlight the benefits of eating five portions of fruit and vegetables and also make them aware of the benefits of participating in regular exercise. The social snack time promotes children's independence skills as they pour out their own drinks.

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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