

Halebank Pre-school Playgroup

Inspection report for early years provision

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Inspector Sylvia Cornock

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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*.

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

Halebank Pre-school Playgroup is run by a voluntary parents committee. It was registered in 1998 and operates from a mobile classroom in the grounds of Halebank Primary School, Widnes. West Cheshire. All children share access to a large playroom and a secure enclosed outdoor play area. The setting is open each weekday from 8.50am to 3.20pm school term time only.

A maximum of 26 children under eight years of age may attend the setting at one any time. The setting currently takes children from two to five years of age. There are 30 children on roll who are within the early years age range. The setting is in receipt of funding for early years education. The setting supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the voluntary parts of the Childcare Register.

There are four members of staff, including the manager, who work directly with the children. The manager and deputy hold a qualification at level 5 in early years and two staff hold a qualification at level 3 in early years. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted. Children make good progress in their learning and development. They are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Staff are professional and provide an broad range of enjoyable activities and resources in many areas of learning. Children's progress is imaginatively shared through good partnerships with parents, carers and other early years professionals. The setting uses self-evaluation and review procedures well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

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

- extend further opportunities for children to express and communicate their ideas and responses to materials such as,using use a range of techniques to create and explore texture and colour.

The effectiveness of leadership and management of the early years provision

The strong management team ensure the safety and welfare of children is given high priority throughout the setting. Robust recruitment, employment and induction procedures are in place to protect children. Staff have a good knowledge and understanding through comprehensive policies and procedures. They ensure that the environment is always safe, clean and fit for use through detailed daily risk assessments and safety checklists. The organisation and management of the setting is good with the focus always on helping children to make good progress and promoting their welfare and safety.

The management team are actively involved within all aspects of the provision and are eager to achieve the highest service standards for the local community. This is demonstrated through all of the staff holding an early years qualification and undertaking further training to support their existing expertise. Regular meetings and good self-evaluation systems ensure the management team have a clear awareness of the setting's strengths and areas for improvement. The very effective deployment of staff and use of good quality furniture, equipment and resources clearly benefits children who thrive as a result of the setting they are in.

A comprehensive equality and diversity policy outlines a commitment to promoting inclusive practice. Staff have a secure knowledge and understanding of individual children and as a result their needs are met well. Children with special educational needs and/or disabilities are effectively supported through staffs' good liaison with other professionals, parents and carers. Children who speak English as an additional language are well supported through print and the provision of resources in their first language. Good systems are in place to work alongside the host school reception class teacher, other settings and carers to ensure progression, continuity of learning and smooth transition of all children. Partnership with parents and carers is good as staff discuss every aspect of their child's learning and development with them. Parents and carers comment on how their children are progressing well and appreciate the caring and dedicated staff.

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

Children enjoy themselves and make good progress in their learning and development because staff organise the learning environment very well. Staff organise the space and resources within the indoor and outdoor areas with great skill offering a broad choice of experiences and interests, with a balance of adult-led and child-initiated play. The range of resources and equipment are varied, stimulating and easy to access. Staff regularly observe children and are currently introducing a new system to assess their achievements and track their progress. This has had a positive impact on targeting children's next steps in their learning. As a result, children's interests are captivated, and they are quickly learning how to be positive, considerate individuals with a desire to participate and achieve.

Children are making good progress in their personal, social and emotional development. Staff are effective at encouraging children to participate in activities and adopt safe and independent hygienic routines, which promotes their self-esteem. Staff make effective use of praise and confidence building techniques to successfully teach children to behave well and play cooperatively. The good quality resources enhance children's development of communication, language and literacy skills. Children select their names as they self-register and enjoy reading as they freely access the well presented library area with a wide selection of good quality books. Promoting children's problem solving, reasoning and numeracy in a fun way and on a large scale is a particular strength of the setting. For example, children access different sized wooden blocks to create an obstacle course and realise changes are required to make it safe to walk on.

Children's creativity is supported through a good range of role play equipment, construction toys and a range of media, such as chalk, paint, sand, water and dough. However, opportunities for children to express and communicate their ideas and responses to materials such as using use a range of techniques to create and explore texture and colour are less well developed. They have good opportunities to use programmable toys and equipment, such as computers and musical resources. All children enjoy the freedom of moving from indoors to outdoors where they can choose activities provided in both areas to develop their creative and physical skills. They regularly explore the natural environment for instance finding insects and use a magnifying glass to observe in more detail. Children have good first hand experiences to plant and care for flowers. They use resources and participate in various cultural festivals which effectively promote their understanding of the wider world.

Children's welfare is effectively promoted by the staff, for example, children are taught how to be safe through engaging in road safety as they take walks in the local community. They have a clear understanding of how to evacuate the building in an emergency. Children show a good understanding of healthy eating and making healthy choices at snack times. Staff blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. As a result, children exhibit good skills for the future.

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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Annex B: the Childcare Register

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

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