

# Newtown Preschool and Playgroup

Inspection report for early years provision

---

**Unique reference number** EY431579  
**Inspection date** 27/02/2012  
**Inspector** Joanne Law

**Setting address** Queens Park Mobile, Rivington Road, St Helens,  
Merseyside, WA10 4NQ  
**Telephone number** 01744754932  
**Email** ntpreschool@btconnect.com  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Newtown Preschool and Playgroup is privately owned. It was originally registered in 2007 at another premises, it has been registered at the current site since 2011. It operates from a self-contained modular unit situated in the grounds of Queens Park Primary School in St Helens, Merseyside. The preschool is accessible to all children and there is a fully-enclosed area available for outdoor play.

The preschool opens Monday to Friday during school term times. Sessions are from 9.15am until 3.30pm. The breakfast and afterschool club sessions are available from 7.45am until 8.45am and from 3.30pm until 5.30pm. Holiday care sessions are from 8am until 4.30pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 40 children may attend the nursery at any one time all of whom may be in the early years age range. There are currently 54 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years. The setting provides funded early education for three- and four-year-olds and receives funding for two-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs eight members of childcare staff, all of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because the staff know them well and are sensitive to their unique needs. Children thrive in a superb environment that is carefully set out so children are able to follow their interests. Children are safe and secure and documentation to support the safety and welfare of children is in place. The manager has made good progress to develop her service following the relocation and carries out regular self-evaluation. Good partnerships with parents are developed. The setting works with local schools and a variety of other agencies to ensure that the needs of all children are met, along with any additional support needs.

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

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

- continue to further explore ways to involve working or very busy parents in their child's learning

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

The setting has effective policies and procedures in place to safeguard children, including a clear safeguarding children policy and good recruitment procedures, this helps make sure that children are protected. Staff are well informed and knowledgeable because they take part in robust induction processes and are subject to regular reviews. All of the required documentation is in place to ensure that children's welfare is promoted.

The setting has a thorough system in place for observation, assessment and planning, which is implemented effectively by the staff. This ensures that all children are offered a variety of experiences and challenges across the Early Learning Goals. Consequently children are making good progress given their starting points.

Individual needs of all children are met and all children are included. There is an effective equal opportunities policy in place that is regularly reviewed and implemented by staff. Children have opportunities to celebrate a range of different festivals such as Chinese New Year and Holi. A wide range of resources are available that promote positive images of diversity and enhance children's awareness of the wider world. There are children attending the setting from a variety of cultural backgrounds.

The manager is reflective and is aware of her strengths and weaknesses. Parents and staff are involved in evaluating the setting. The manager takes on their views and acts upon them; she introduced weekly diaries for the children following parent's feedback. The setting forms good working relationships with parents and carers. The setting and parents share important information about their child's starting points and progress. For example, parents are invited to coffee mornings, there is a verbal daily exchange of information and weekly diaries. However, the setting has not yet been successful in engaging all working and very busy parents. The parents are also encouraged to complete learning stories. This means that overall parents are involved in their child's learning. The setting has developed relationships with different professionals to enable them to meet the needs of the children attending. Relationships with local schools and provisions are good. Other professionals make positive comments about the setting.

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

Children's time is spent in an extremely well organised environment. Children are confident and display their independence because they can move freely around the setting. They make choices from a range of resources that are interesting and stimulating. The enthusiastic staff are always close to hand to extend children's learning during play. For example, a child's interest in the toy bugs and magnifying glasses was extended by a member of staff sensitively intervening to support the child's learning by giving the child explanations and asking questions. Books were

used to support this learning experience, enhancing children's communication and language development. Staff set a good example to children by modelling how to play with new resources for example, a doctors surgery had been created, a member staff modelled what happens in the surgery and how to use different equipment. Children show great interest and follow instructions well during play.

Children's growth and physical development is supported well because children are able to access fresh air. During the morning and afternoon sessions the setting implement a free flow of indoor and outdoor environment. The outdoor environment is particularly well-resourced and it is evident that the setting has taken part in the 'stepped approach'. Children have access to a wide variety of equipment and resources including natural materials. There is also lots of space for movement. Some examples of what they have created are a 'bug hotel', areas to make dens, imaginative mark making areas and role play. Children also enjoy playing with a variety of other equipment such as, ride on toys, hoops, balls and cones. Children thoroughly enjoy water play. Both indoors and outside pouring water into funnels and pipes; they also delight in making sounds with the pipes. During this play children show their ability to concentrate and use the equipment together. Staff enable them to have new experiences when they support the children's play.

There are computers and programmable toys, on which children enjoy recording their voices and playing back the sounds, laughing with excitement. Children are confident in operating the equipment. They also show that they feel secure enough 'to have a go' and learn new things.

Snack time is an opportunity for children to develop independence and social skills. The children serve themselves from a wide variety of choices such as toast, bread, ham, fruit and salad. Therefore, children are developing an understanding of making healthy choices. Children have lots of opportunities to develop their senses through different play such as 'gloop', play dough and a sensory garden. At group times children are involved in a variety of activities that support children across the Early learning Goals. For example, one group take part in listening, describing sounds and singing. Another group carry out activities that support mathematical thinking using counting, colours and grouping sets together. Children sit well at story time because staff effectively use their skills to make stories interesting. At rhyme time children are eager be involved in rhymes, such as 'five little speckled frogs' and enjoy jumping into the pool.

Children are learning to keep themselves safe through practical daily routines and play. Children dress up and confidently explain that they are fire fighters. Children's behaviour is good and the enthusiastic staff praise the children for a job well done. Children are encouraged to take turns with equipment and are able to do this with support from the staff.

## 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	1
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
--	---

### 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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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