Plus Club Pre School Playgroup

Inspection report for early years provision

Unique reference number	EY407204
Inspection date	28/11/2011
Inspector	Janice Ellis
Setting address	Heswall Primary School, 67 Whitfield Lane, WIRRAL, Merseyside, CH60 7SD
Telephone number	07812656933
Email	
Type of setting	Childcare - Non-Domestic

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Introduction

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Description of the setting

Plus Club Pre-School was registered in September 2010 and operates from a room within Heswall Primary School. It is owned by a partnership of six, all of whom work directly with the children. It is situated in the Heswall area of Wirral. The pre-school serves the local area and is registered for 23 children aged three to five years. There are currently 16 children on roll in the Early Years Foundation Stage.

The setting is open from Monday to Friday from 9am until 12 noon. Children may bring their own packed lunches on Mondays to Thursdays when the setting remains open for lunch until 1pm. The setting is open in term time only. All children share access with the school to secure outdoor play areas. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. Five of the team of staff hold a National Vocational Qualification or comparable qualification in childcare at level 3. The setting is supported by the local early years team and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and play safely and confidently, supported by enthusiastic, knowledgeable adults. The setting's partnerships with parents and the local school are good. Each child's needs are known and progress towards the early learning goals of the Early Years Foundation Stage is rigorously monitored. However, staff need to take their lead more from the children and planning needs to reflect children's particular interests. The staff are continually striving to improve their provision through ongoing self-evaluation.

What steps need to be taken to improve provision further?

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

- review current systems for planning, with particular regard to incorporating children's interests, taking the lead and direction from what the children say or do, and promoting more child-led activities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because staff are knowledgeable about local safeguarding policies, all having attended recent training in safeguarding. They have also been trained in paediatric first aid. There are effective procedures in place to manage any concerns staff may have about children in their care. Staff are also appropriately vetted and are safe and suitable to work with young children.

Staff make effective use of up to date risk assessments and daily checks of resources and the outside areas. This means that children can move safely around the pre-school room and outside. They are supervised on visits to the toilet, which are situated just outside the classroom and are shared by the year 1 class. There are more staff available than legal requirements demand, so children in this setting are very well-supervised in all areas of the provision.

The environment is well organised and resources are accessible to the children, although constraints of space and shared facilities mean that some are not on offer every day. However, staff ensure that there is a balance of activities and resources on offer each day and spread across the week. This means that the children's preferences for particular resources or activities are well provided for.

The staff team continually looks for ways to improve their provision. They address their own professional development by attending many relevant training courses and they discuss these at their regular team meetings. For example, they are looking at ways of improving their outdoor provision so that the children can benefit from a rich and varied experience outside as well as inside.

The practitioners form close working relationships with parents and carers and are felt to be 'approachable' and 'caring'. They obtain useful information about each child on entry through the 'All About Me' booklets, and have ongoing informal chats about what the child has done or particularly enjoyed each day. Parents' views are regularly sought and particular requests, such as the introduction of a parents' noticeboard and provision of a 'lunch club', have been implemented into the setting. Individual progress reports are shared at the end of every term and parents can see their child's 'Learning Journey' at any time. Parents can contribute to topics for discussion in children's circle time, for example, by sending in comments on a language learning resource about a furry dog's bones. Effective relationships with other early years' providers and professionals involved with the children are well established and contribute well to supporting children's welfare and learning. For example, strong links with the school which most, if not all, of the children will attend, mean that transitions are particularly smooth.

Staff offer sensitive support to children who have special educational needs and/or disabilities and work in partnership with parents and other professionals to provide extra support where necessary. They readily adapt activities to ensure that all children can access them and include particular support sessions into their daily routines, for example, Every Child a Talker strategies to support language development. This means that the individual needs of all children are met and all are included fully in the life of the setting.

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

Staff are knowledgeable about the Early Years Foundation Stage and use this knowledge well to support their assessments of children's progress towards the early learning goals. Weekly plans are based on themes, for example 'The Senses',

and adult-led activities are linked to developing these thematic links. However, there is scope for including more of the children's interests in the planned activities on offer each day and for more child-led activities.

Children enjoy being in the setting and have good relationships with staff and with other children. The children are confident to approach adults with requests, such as helping to put on boots and coats or showing what they have made or written. Staff are very vigilant and anticipate when the children may need a little more support. The children use equipment safely and are well supervised when moving from the indoor provision to outdoors. Children feel emotionally secure because they are greeted warmly and staff show interest in them at all times.

Children's good health is actively promoted through reinforcement of good hygiene habits through their jolly hand-washing song. Healthy food options, such as different fruits, are offered at snack times. Fresh drinking water is available at all times and the opportunity for outdoor play means that children are getting lots of fresh air and exercise. Resources outside allow them to develop their climbing and running skills as well as their control of bikes and wheelbarrows so that children can run, climb, dig, transport leaves and hide with their friends.

Children make good progress towards the early learning goals because activities are offered which cover all of the areas of learning and development. Staff also support children's thinking very well, chatting to them, asking open-ended questions and encouraging them to achieve a little more. For example, they ask 'find out for me which is heavier' when using balance scales with a more able child. They are tuned into each child's level of understanding and can pitch questions accordingly. There is also a designated 'show and tell' time where children can bring objects from home that particularly interest them. Children's understanding of technology is supported by the occasional use of a laptop linked to a Smart Board which causes great excitement.

Children behave very well in the setting because the practitioners give clear explanations and reinforce simple reminders. Children's behaviour is also good because they are busy and their needs are well provided for. Children develop a respect for themselves and others and they show this by serving each other at snack time, taking turns or sharing resources.

The children learn about other cultures and beliefs as the practitioners make effective use of books and activities to introduce new ideas and promote diversity. For example, the children celebrate occasions, such as Diwali, by having a visiting parent show the children how to wear a sari.

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

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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