

St. George`s Pre-School Playgroup

Buxton Road, Stockport, Cheshire, SK2 6NX

Inspection date	16/11/2012
Previous inspection date	02/12/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children's individual needs are appropriately met because staff tune into and respond sensitively to them, following their interests and explore their surroundings and available resources.
- The staff have a sound understanding of safeguarding children. Policies and procedures, such as risk assessments, are in place and clearly understood by them which ensures children are protected from harm.
- Children feel secure in a welcoming environment and build attachments with staff which promote their confidence and well-being.

It is not yet good because

- Children are sometimes insufficiently challenged as next steps of learning are not always used to plan for their progress and parents are not involved in their child's ongoing learning.
- Staff do not make effective use of every opportunity to promote children's home languages as part of the daily routines to help them feel valued.
- The setting has not yet implemented procedures for regular supervision to ensure each member of staff continues to develop in order to effectively support children's learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector toured the registered space and observed interactions and activities.
- The inspector took account of the views of parents and children from written comments and discussions.
- The inspector spoke with the manager, staff and children at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, a selection of policies, children's records and discussed the setting's arrangements for self-evaluation.

Inspector

Judith Kerr

Full Report

Information about the setting

St Georges Pre-School was registered in 1982 on the Early Years Register. It is situated in the parish rooms in Saint Georges school in the Heavily area of Stockport and is operated by a voluntary management committee. The setting serves the local area and is accessible to all children. It operates from two rooms and there is access to enclosed areas for outdoor play.

The setting employs six members of child care staff. All of these hold appropriate early years qualifications at level 3. The setting opens Monday to Friday during term time only. Sessions are from 9am until 11.30am and from 12.30pm until 3pm. Children can attend for a variety of sessions. There are currently 36 children attending who are within the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from a teacher from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- extend the systems to assess progress across all seven areas of learning and development by using the information obtained to consistently plan the next steps for each child and involve parents in their child's ongoing learning
- implement systems for the supervision of staff which promotes the interests of children.
- provide opportunities for children whose home language is other than English to use that language in the setting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching is grounded in a sufficient understanding of how children learn. Consequently, children across the age ranges are developing appropriately and making satisfactory progress. For example, children's confidence in speaking out in front of a group of peers is increasing and they are beginning to understand the importance of sharing as they play alongside one another with the play dough. Children develop good communication skills as staff engage with them, ask open questions and listen intently to what they have to say. Staff develop children's love of books and their ability to handle them correctly. Children enjoy making marks in different ways, such as painting, playing in the sand and with chalks. They make lists in home corner, and when they play shops. Children sing songs and rhymes to develop language skills, as well as early number skills.

The staff team have a reasonable understanding of the Early Years Foundation Stage framework to help children learn and develop. Children follow their interests and explore their surroundings and available resources while staff are tuned into and respond

sensitively to their individual needs. Staff are aware of what children in their care can do from when they first start in the setting and some observations in their learning journeys reflect this. Written comments and tracking sheets demonstrate that children make suitable progress. However, staff are not yet confident in consistently predicting the next stages of their learning so that they gain the optimum benefit from activities and parents are not invited to be involved in their child's ongoing learning by contributing to assessments. Therefore, sometimes, activities do not challenge children well. Furthermore, staff have not identified the importance of providing opportunities for children whose home language is other than English to use that language in the setting. An established key person system helps to ensure children develop secure attachments to staff in the setting. Trusting partnerships with parents and others who are involved in the care and learning of the children ensures that each child receives the relevant support and consistency and continuity in their learning and development.

The contribution of the early years provision to the well-being of children

Children settle well and feel safe and secure in the setting as staff establish warm, trusting relationships and follow familiar routines. They help children to gain confidence as they explore their surroundings and offer encouragement as they engage in new experiences. Staff offer reassurance to children as they try out new and challenging activities. Children's self-esteem is enhanced by staff who offer praise for their achievements. The children quickly respond to the age appropriate routines and boundaries. Staff lead by example as they encourage the children to help tidy away the resources they have finished with and model good hygiene practices. Consequently, children learn about safety and health and they also understand the effects of not washing their hands as they explain 'germs make your tummy poorly'. This demonstrates how they make associations with good practice. Staff ensure children's self-care and physical skills are progressively promoted. For example, the children learn how to serve one another as they take turns to go round the table offering plates of fruits to their peers at snack time.

Staff organise resources into different areas of learning which support children's all-round development. They include everyday objects, such as tea sets and natural resources for children to explore and investigate, such as seeds, potting compost and plants. The use of low-level storage units ensure children can make their own choices and direct their play. As a result, they develop the skills of active learners. Partnerships with other providers of the Early Years Foundation Stage framework are progressing and contribute towards ensuring continuity of care for individual children and smooth transitions to school.

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

The staff team has a satisfactory understanding of the safeguarding and welfare requirements. Suitable policies and procedures are in place to ensure children's health, safety and well-being is continually promoted. Relationships with parents are warm and welcoming, and a regular exchange takes place verbally at the beginning and end of the sessions. Information is shared regarding children's routines, likes and preferences so that they can meet their individual needs. Staff recognise the importance of working with other

professionals to ensure that all children receive the support they need. Parents are very grateful for the support they receive in identifying concerns about children's progress and making referrals to the relevant agencies.

The setting has met the actions set at the last inspection in order to improve the quality of the provision. Staff are committed to improving their service and prioritise attendance at relevant training to develop their knowledge of the Early Years Foundation Stage and best practice. They are sufficiently reflective. For example, they are aware that procedures for planning and observations are still being developed to meet the requirements of the framework. The manager is also aware of the strengths and weaknesses of the setting. This reflection means that opportunities for children continue to improve sufficiently.

Staff are aware of the importance of establishing positive links with other agencies and practitioners who deliver the Early Years Foundation Stage for consistency in children's care and learning. Evidence of children's achievements is shared in the form of tracking information towards the early learning goals. As a result, children are prepared for their transitions to school and this is recognised by school teaching staff who record their thanks for sending children who settle well in to the routines of school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	307180
Local authority	Stockport
Inspection number	774416
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	36
Name of provider	St. George`s Pre-School Playgroup
Date of previous inspection	02/12/2011
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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