

# Mobberley Pre-School Playgroup

Victory Hall, Town Lane, Mobberley, Knutsford, CHESHIRE, WA16 7HR

<b>Inspection date</b>	30/01/2013
Previous inspection date	22/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The pre-school have a very friendly and inclusive approach helping everyone feel valued. As a result, children are very confident and independent individuals.
- Practitioner's professional development is encouraged through a variety of professional training opportunities resulting in staff who are skilled and able to support children's wide ranging needs.
- Children are very happy, motivated and keen to learn. They demonstrate high levels of independence, curiosity and imagination, and develop strong relationships with practitioners and each other.

### It is not yet outstanding because

- The pre-school does not actively encourage parents to share their ideas and opinions about the pre-school to help identify future improvements.
- There is scope to improve the monitoring of planning that staff carry out, to ensure it is sufficiently precise and consistent, to show that children will remain challenged and interested in their activities at all times.

## 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 observed activities in the main playroom and outdoor play area. A shared observation of an activity was completed with the manager.
- The inspector spoke with the manager, provider, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documentation, and a selection of policies and children's records.
- The inspector gave feedback to the manager.

## Inspector

Ron Goldsmith

## Full Report

### Information about the setting

Mobberley Pre-School Playgroup was first registered in 1986 and operates from the Victory Hall in Mobberley, Cheshire. The pre-school is registered by Ofsted on the Early Years Register and is managed by a committee of parents and carers plus members of the local community. Children have access to the main hall, a side room and an enclosed outdoor play area.

The pre-school opens Monday to Friday during term time only. Sessions are from 9am to

1pm. There are currently 27 children on roll, all of whom are in the early years age group. The pre-school employs five members of staff including the manager. Of these, four hold an appropriate early years qualification at level 3 and above. The pre-school receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enhance self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for further improvement
- strengthen the monitoring of planning so that it is consistent and thorough, to show that activities continually challenge and interest children.

### **Inspection judgements**

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

Practitioners have a good understanding of the learning and development requirements within the Early Years Foundation Stage. They recognise how children learn through play and consistently implement planned and stimulating experiences based on individual children's interests. Consequently, children are making good progress in all seven areas of learning. Practitioners continually record observations of what the children are achieving and track their progress using the publication 'Development Matters in the Early Years Foundation Stage'. Practitioners refer to the seven areas of learning as well as the characteristics of effective learning when assessing what children have learnt. This enables them to effectively plan for each child's next steps so that they continue to make good progress in their learning and development. However, the monitoring of planning is not sufficiently precise and consistent, to show that children will remain challenged and interested in their activities at all times.

The pre-school is well-prepared to undertake the two-year-old progress check because it is part of the observations and records that are already kept. In addition staff are being trained in how to complete this assessment. Parents are encouraged to contribute towards their child's assessments through discussions with staff and documenting significant moments of their child's learning. These are included in children's learning journals and help to draw together planning so that children access play activities of their choice. Information about children's individual likes, dislikes and starting points is obtained from parents and information about the day's events is shared with them at the end of the

session. This enables parents to be fully involved so that they are able to help support children's learning at home. Where children are recognised as requiring additional support, practitioners work with parents and, where necessary, other professionals, to ensure each child's individual needs are met.

Practitioners support children's learning throughout their play. They extend children's learning through skillful and sensitive use of questions. This encourages them to think and provides them with space and time to explore their own learning independently. Practitioners work cohesively together as a team and are well-supported by their committee members. They work skilfully with the children, join in their conversations and share their interests. They ensure there are good resources available for them, close at hand. As a result, children are learning to make independent decisions and become absorbed in their activities and begin to develop good concentration skills. Children attempt to write their names on their work, making marks that resemble letters or paint with confidence at the easel. Children see that writing has meaning. A well-stocked reading area is available and children enjoy story times and group activities that encourage them all to be responsive and co-operative. These activities support children's early language development.

Opportunities for children to be active and develop their physical skills are provided in all weathers. They enjoy the opportunity to be outside in the fresh air, wrapped up in coats. They run and chase enthusiastically, pedaling tricycles, or collecting leaves to put into a wheelbarrow which they push. Staff ask children open questions to encourage them to think and problem solve. Children have some understanding of simple mathematical terms, such as 'next to', or 'more than'. They recognise shape, colour and pattern, confidently putting together jigsaws. Children make good friendships and enjoy activities in small and larger groups as well as playing on their own.

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

Children's behaviour is good and their sense of belonging is demonstrated by their familiarity in routines and their confidence in adults in the pre-school. The key person system is effective and sensitive to the needs of all children, and as a result, secure attachments are formed, which promote a good level of well-being. Practitioners offer reassurance if children need it. Strong partnership with parents helps to enhance good emotional development for all children and contributes to continuity of care. Practitioners encourage children to explore their environment individually, under close supervision. In this way their early investigative and curiosity skills are promoted through the use of a wide range of resources, including exploring outside; using binoculars to view the world around them.

Children demonstrate high levels of confidence and self-esteem; they move freely around the pre-school, cooperate with peers and are keen to share their activities with practitioners. They enthusiastically help to tidy away which shows they are displaying a good awareness of responsibility.

Children begin to develop good self-help skills, such as helping themselves to water from their own water bottles if they are thirsty and becoming more independent in toileting routines. They have a healthy snack at mid-morning before sitting down to enjoy well-prepared lunch boxes. They energetically join in with physical exercise, such as using the indoor climbing frame and slide, or when playing outside. They enjoy walking and balancing on blocks in a straight line, which they then skilfully turn into stepping stones. As their confidence increases they try the activity again, but this time faster to test their skill. This provides children with firm foundations for developing a healthy lifestyle. The well-resourced environment and knowledgeable staff supports children's development and promotes their growing independence skills. This is especially important as children become older and prepare to move into school. The well-organised support provided by staff at this time means that children are able to have a positive transition.

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

Practitioners demonstrate a high level of commitment to safeguarding children at the pre-school. All practitioners have a sound knowledge of possible indicators that might lead to concern about children's welfare. There are clear lines of communication in place for staff to share any concerns they might have. Ongoing training helps practitioners to remain vigilant and alert to any potential issues concerning child protection. Policies, procedures and staff knowledge are effective in ensuring that all staff are aware of their responsibilities. The pre-school checks that staff are suitable to work with children.

Regular team meetings and appraisals help all staff to contribute their ideas and develop professionally. Practitioners have a good understanding of the learning and welfare requirements of the Early Years Foundation Stage. They undertake regular training to develop their knowledge and skills and use this to benefit children's learning and development. As a result, practitioners work together very well as a team. Each is aware of their role and shares their ideas and opinions to evaluate and improve upon the quality of the provision. Although there are close relationships with families who regularly share information about children's progress, the pre-school does not consistently provide opportunities for parents to share their views about the pre-school. This means that their opinions are not always considered fully in self-evaluation in order to identify areas for further improvement.

The pre-school uses other means to reflect upon the quality of the care they provide. For example, the manager reflects upon the resources on offer and the effectiveness of staff deployment. Realistic and accurate targets are set which focus upon weaker areas, such as development of the outdoor area, which is now a successful addition to the pre-school. The pre-school seeks support and advice from local authority advisors and support workers to further improve the provision for children.

Close working with local schools is effective in supporting children during their move into formal education. Reception class teachers visit children in pre-school, and they in turn visit the local school. The pre-school builds close working relationships with outside

agencies that provide support for children. These relationships help practitioners to ensure that all children's needs are met, and the transition to school is a positive experience.

### 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	305195
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<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	818734
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Mobberley Pre-School Playgroup
<b>Date of previous inspection</b>	22/09/2009
<b>Telephone number</b>	01565 872809

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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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