

Pingawings Pre-School

Tunley United Reformed Church Hall, Mossy Lea Road, Wroughtington, Wigan, Lancashire, WN6 9RW

Inspection date	20/09/2013
Previous inspection date	18/09/2009

The quality and standards of the early years provision	This inspection:	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

- Children are extremely happy and settled in the vibrant, welcoming and accessible pre-school. They demonstrate high levels of confidence and are very well motivated and fully engaged in all activities. As a result, children make good progress in their learning and development.
- Children's health is promoted very well because they are provided with nutritious snacks and have good opportunities to play outdoors in the fresh air.
- The manager and her team monitor the pre-school effectively and the committee supports the staffing team's professional development, which in turn benefits all children.
- There is a very strong partnership working with parents, professionals and external agencies. This ensures a consistent approach to children's care and learning, including effectively meeting any additional needs that children may have.

It is not yet outstanding because

- Practitioners do not consistently use everyday routines and play opportunities, such as snack time or water play, to further extend children's skills in mathematics.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 taking place in the main pre-school room and the outdoor play area.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector also took account of the views of parents, carers and children spoken to on the day of inspection.
- The inspector looked at children's assessment records, learning records and planning documentation.

Inspector

Jeanette Brookfield

Full Report

Information about the setting

Pingawings Pre-School was registered in 1985 on the Early Years Register. It is a committee run group and is situated within Tunley United Reformed Church on the outskirts of Wrightington, Lancashire. The playgroup serves the local area and is accessible to all children. It operates from one room and has access to a large dance hall. There is an enclosed area available for outdoor play.

The playgroup employs three regular members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one is qualified at level 2. It is open Monday to Friday from 8.30am to 12.30pm, term time only. Children attend for a variety of sessions. There are currently 10 children attending, who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further opportunities for children to use numbers in everyday play and routines, in order to strengthen the already good educational programme for mathematics.

Inspection judgements

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

Teaching and learning is good. Staff have a good understanding of the educational programmes and have implemented effective systems for observation, assessment and planning. High priority is given to establishing partnership working with parents. They contribute to the initial assessment of their child when they start nursery, the progress check at age two and their child's ongoing record of learning. Children's learning journey files and the tracking system clearly show how all children make good progress, including those with special educational needs and/or disabilities. This means that children are developing the necessary skills in readiness for school. Staff complete daily communication books and make effective use of daily discussions with parents to talk about children's progress. Staff also provide a wide range of information about how learning can be supported at home and ask parents to share their own observations of their children's achievements. This means that staff have a complete picture of children's learning both at home and at the pre-school.

Communication and language is fostered well and staff model skills for language. They speak clearly, provide children with new words to increase their vocabulary and involve the children in constant conversation. This helps to increase children's understanding of language and encourages them to respond to the conversations. For example, children chat to each other and staff about what they like to eat as they make cakes out of play dough. This also helps children to use their imagination and express their own ideas. Stories are read enthusiastically to the children. Staff capture children's interest, who listen and participate imaginatively. This helps children to learn that print carries meaning and encourages an early interest in reading. For example, children listen to a popular story outdoors and tell the member of staff the names of the trains and what may happen next. This very clearly demonstrates children's good literacy skills and the characteristics of effective learners because they are making predictions and thinking. Children have lots of opportunities to practise their writing skills. There are note pads and paper with writing tools in the different play areas. Outside, there is a blackboard and chalks for the children to experiment with shapes and letters in support of their emerging writing skills.

Children learn mathematical skills through adult-led activities, such as baking and learning about quantities, as they experiment with water, filling and emptying containers. Staff encourage children to count the number of sandcastles in the sand tray and point to them to help with one to one correspondence. However, they do not always utilise opportunities during the daily routine to further extend children's mathematical awareness. For example, as children sit down for snack, they do not actively encourage them to count how many people there are, or how many bottles of water they need. Children use information and communication technology skills efficiently. They press buttons on cause and effect toys and use equipment to listen to sound games. Children have great fun pressing the buttons on an electronic telephone and responding to the questions it asks them. This effectively promotes children's natural curiosity to experiment and to find out how things happen.

Children learn about their own and other cultures through celebrating festivals, such as, Harvest Festival, Diwali, Christmas and Chinese New Year. Basic words are displayed around the pre-school in dual language format and dual language reading and picture books are available. Children play with resources, such as small world figures that promote positive images of diversity. They enjoy being outside as this provides them with additional physical activities. Children climb and balance on the crates, throw balls and search for treasure in the digging area. They grow a selection of foods, such as strawberries and potatoes that the children nurture and then harvest to have as snacks. Children also help make fat balls to hang outside to feed the birds. This raises children's awareness of nature and their environment in a very positive and practical way. The caring support provided by the staff and the provision of different and interesting learning experiences develops children's key skills, so they are well prepared to move on in their learning.

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

The very effective key person system, together with a good level of adult attention and interaction ensures that all children feel secure and settle well. Children, who are upset are quickly comforted by staff and are soon involved in a chosen activity. They form

positive and trusting relationships because staff take time to get to know them and their families.

Staff have a thorough knowledge of children's individual likes, dislikes and care needs. They support the children's personal, social and emotional development very well. Children's good behaviour is promoted through the reinforcement of clear rules and boundaries and through staff offering regular praise and encouragement. This promotes children's self-confidence and self-esteem. This is managed in a caring environment where children feel supported as soon as they leave their parents and come into pre-school. This is evidenced by their engagement and enjoyment in their play and learning experiences. They interact well with their peers and staff. This provides the positive social support that assists them to be confident and independent.

Children learn how to keep themselves safe with the support of staff. They regularly take part in practise fire drills and staff intervene as necessary to remind children of safe practices as they play, for example, being careful on the wet flagstones outside. This develops children's understanding of wider safety issues. Children learn about being healthy as they are offered a range of fresh fruit and milk or water at snack time. Before snack, children are escorted to the bathroom area to wash their hands. Self-help skills and independence are well promoted and supported in everyday routines, especially at snack times. For example, children are encouraged to serve their own food and choose what they want to eat. All children help to put on their coats for outdoor play and even younger children attempt to put on their own wellington boots. Children are given lots of positive praise, which builds their self-esteem and gives them a sense of achievement.

Staff promote children's good physical development very well both inside and outside. A range of outdoor resources are available to the children. They throw balls and skip with ropes, use bicycles and sit-and-ride toys, skilfully negotiating around the area. Indoors, they have the opportunity to dance and use a range of equipment in the large hall. Children's handling skills are promoted skilfully, as they use crayons, paint brushes and glue sticks indoors. This helps to prepare them for transition to school.

The learning environment is very stimulating and the resources are of a high quality. They are appropriate for the ages and development of the children and cover all areas of learning. These are easily accessible and help children to gain independence as they choose with what and where they play. Children are accommodated in a clean, comfortable environment that is secure and well maintained. Staff put a lot of effort into the presentation of their room, resulting in interesting, attractive and child-friendly surroundings.

Children's transition to school is sensitively organised to provide the children with smooth moves into full-time education. Staff liaise with teachers from the feeder schools and pass on relevant information about children's characteristics and achievements to aid continuity of care and learning. Staff recognise the value of meeting up with staff from other early years settings that children attend and the importance of assisting children's transitions to school.

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

Staff have a thorough understanding of how to safeguard children. They access relevant training and know who to contact if they have concerns about a child in their care. Recruitment and selection procedures are followed to ensure all those working with children are safe and suitable to do so. Induction procedures are in place to ensure staff are fully aware of their roles and responsibilities. The comprehensive policies and procedures are implemented well and contribute towards ensuring children's health, safety and well-being is continually promoted. The environment, both indoors and outdoors, is organised very well with all hazards successfully identified and minimised. Consequently, children are safe and secure. Legally required records for children's welfare are accurately maintained.

The management team have a secure understanding of their responsibilities in meeting the safeguarding and welfare, learning and development requirements in the Statutory framework for the Early Years Foundation Stage. Staff work very well together when settling children into the pre-school. There are good systems in place to monitor educational programmes to ensure that children receive a broad and balanced curriculum. Staff work closely with other professionals to provide consistent support to children with special educational needs and/or disabilities to help them achieve their full potential.

Staff use self-evaluation and action planning to reflect on their practice. They clearly identify their strengths and areas for improvement. Committee members, children and parents are invited to contribute to the evaluation. They work in partnership with the local authority to develop their already good practice.

The partnership with parents is good. Parents discuss their children's progress with the key person on a daily basis, through the daily communication books and access to the learning journey files. Other information is displayed on the notice board and in newsletters, so parents receive regular up-to-date information about the activities and learning taking place. Questionnaires from parents provide more detailed feedback. This enables the staff to use these comments as part of the development plan. Parents are 'really happy' with the care and support their children receive and the wonderful range of activities provided. They comment on how welcoming and helpful staff are and how their children speak very fondly of them. The pre-school has established strong partnerships with other early years providers and the local schools. Joint visits and the sharing of information promote a positive approach for the children to be well prepared for their transition into 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 action. 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	EY333573
Local authority	Lancashire
Inspection number	820603
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	10
Name of provider	Pingawings Pre-School Committee
Date of previous inspection	18/09/2009
Telephone number	07979 213113

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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, which are usually the childminder's 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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