

St Peters C of E Pre-School Playgroup

Thurstaston Road, Heswall, Wirral, Merseyside, CH60 4SA

Inspection date	17/01/2014
Previous inspection date	18/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 quality of teaching is very good. Staff support children to develop early language and communication skills and support their physical, personal, social and emotional development. As a result, all children are motivated and enthusiastic learners.
- Extremely successful strategies are used to involve parents in their child's learning. This ensures that children have continuity in their care and learning so that they continue to make good progress in their development.
- The pre-school provides an inspiring, welcoming and stimulating environment, indoors and outdoors. As a result, children confidently explore and make independent choices.
- Staff understand the safeguarding and welfare requirements well, which means that they can respond promptly to any concerns and keep children safe. Robust policies and procedures are implemented, which ensure that children are protected.

It is not yet outstanding because

- There is scope to further extend children's rapidly developing literacy skills, particularly in the stimulating outdoor environment.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the manager and all pre-school staff throughout the inspection.
- The inspector sampled a range of documentation, including children's records, policies and procedures and risk assessments.
- The inspector observed activities indoors and outdoors and did a joint observation with the manager.
- The inspector took into account parents' views spoken to on the day of the inspection and from written comments in children's learning records.

Inspector

Rachel Deputy

Full report

Information about the setting

St Peters C of E Pre-School Playgroup was registered in 1968. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 53 children on roll, all of whom are within the Early Years age range. It is run by a voluntary parent committee. It operates from a building within the grounds of St. Peter's C of E Primary School in the Wirral. Children have access to a playroom and a secure, enclosed, outdoor play area. The setting provides funded early education for three- and four-year-old children.

The playgroup is open five days a week, from 8.50am until 3.30pm, term time only. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. There are six members of staff, including the manager, who work directly with children. Four members of staff hold a recognised early years qualification at level 3 and two members of staff hold a recognised qualification at level 2.

What the setting needs to do to improve further

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

- enhance the outdoor environment to include opportunities for children to access print and images in the environment, to build on their very good literacy skills.

Inspection judgements

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

Children make good progress at this stimulating and well-resourced pre-school because the quality of teaching is consistently good and at times outstanding. Children enjoy a wide variety of activities making good use of the high-quality resources, which helps them to make good progress in learning. Staff talk to children as they play, sensitively introducing new concepts and encouraging children to think critically. For example, outside children tell staff that the pirate ship is sinking. Staff skilfully encourage children to share their thoughts and ideas, asking them what they need to do to stop it from sinking. They think for a minute and then say they need to get some tools to fix the hole and stop the water coming in. This helps children to learn to think critically about how to solve problems and talk through processes. It also supports children to develop their personal, social and emotional skills as they learn to work together to solve a problem and take turns in conversation, sharing their ideas and accepting the thoughts of others. Staff are able to recognise spontaneous learning opportunities and extend them, so that children become fully engaged in their play. For example, once children 'fix' the pirate ship, staff then ask them where it is sailing to. Staff skilfully introduce other resources, such as a

map of the world. Children study the map with great enthusiasm and talk about how it is cold in the Antarctic, which links in with the pre-schools 'cold weather' theme for January, consolidating their learning. This helps children to develop their communication and language skills, as they talk about and describe the features of different countries and also develops their understanding of the world.

Staff provide children with a wide-range of interesting writing materials and children enjoy making marks to help them develop early writing skills. Children self-register, using photographs of themselves and some are beginning to sound out the letters of their own names, demonstrating emerging literacy skills. Children learn about numbers, shape and measure through play opportunities around the pre-school. For example, in the water tray they fish for rubber ducks with nets and count how many they have caught. Their understanding of technology is supported as they play with an excellent range of programmable toys, such as robots and computers.

The key person system is implemented well at the pre-school, which means that children are effectively supported by staff, who have a good understanding of child development and their role in supporting children's learning. This is reflected in the insightful observations and detailed summative assessments of children. The assessments include the 'progress check at age two years', which is shared with parents, so that they can contribute to the assessment and help to plan the next steps for children's learning. Staff use their termly assessments of children's progress to effectively identify next steps in learning for each child and plan activities to extend their learning and development. Parents are given information about how they can support their child's learning at home and take home resources from the pre-school. For example, children take home story sacks to read with their parents, which contain books with props and puppets. Parents write observations of how their children responded to the story in home link books, which staff then use to inform future planning. This highly effective approach to working in partnership with parents ensures that children's care and learning is consistent. Clear tracking of children's progress highlights any gaps in their learning and additional support is sought from other professionals when appropriate. Therefore, all children, including those with special educational needs and/or disabilities and children who speak English as an additional language, are effectively supported and develop the skills they need for future learning, such as when they start school.

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

Children's emotional security is a high priority at the pre-school. Staff obtain detailed and useful information from parents about children's individual personalities, as well as their health and dietary requirements. For example, staff ask how children can be comforted if they become distressed. Parents are encouraged to provide children with familiar, comforting items from home when they first start at the pre-school, such as small blankets and teddy bears, which eases their transition from home to pre-school. The information gathered means that staff and key persons know children very well, which helps children to feel safe and emotionally secure because staff understand how to meet their needs.

Children have good opportunities to develop the skills they need for the future because staff consistently provide opportunities for children to make independent choices and do things for themselves. For example, children help to make their own porridge at snack time, pouring out the right amount of oats and adding milk slowly. Children are encouraged to try to put on their own coats and shoes before they go outside to play and staff congratulate their attempts, which motivates them to continue trying. Children have daily opportunities to enjoy some fresh air and exercise as they play in the well-resourced outdoor area, they learn to throw and catch and develop their physical skills as they dig in the mud. Children learn how to keep themselves safe as they take controlled risks, balancing on different equipment and climbing onto the wooden pirate ship. However, the rich indoor environment is not fully reflected outdoors. There is scope to include more print in the outside play areas, such as words and numbers, so that children's emerging literacy skills are also encouraged outside.

Children's behaviour at the pre-school is very good because staff provide clear and consistent boundaries. Great care is taken to encourage young children to be respectful of each other and kind as often as possible. For example, the local vicar visits the setting and brings a puppet with her. She encourages children to introduce themselves and think about how they can make the puppet welcome. Children respond extremely well to this, taking the puppet around the room and talking to it about their toys and introducing each other. Staff then skilfully remind children to think about their friends who are also new to pre-school and how they can be made to feel welcome and loved. Consequently, children are developing self-confidence and learning to make friends and build relationships.

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

The pre-school manager has a clear understanding of her roles and responsibilities to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She ensures that all staff clearly understand their duty to protect children. They know what to do in respect of child protection and safeguarding and they are supported by concise and well-organised policies and procedures that are reviewed, in consultation with the school. Robust recruitment and vetting procedures help ensure that adults working with children are suitable to do so and that all children are cared for by qualified, experienced and committed staff. Staff observe, record and track children's achievements in accordance with their age and stage of development and use their observations to make individual plans, which clearly identify children's next steps in learning. These are especially helpful for identifying when children need extra support. The manager oversees this process to ensure that all children are progressing well in their development. Training needs are discussed at supervision meetings and arranged to positively impact on practitioners' performance.

Effective partnerships with parents contribute to a coordinated approach to children's care. Children are well-prepared for the next stage in their learning and development because the setting supports them in making the transition to school. For example, children develop confidence during their frequent visits to the host school, which prepares them

well for moving on. Information is shared with other providers on a regular basis. For example, where children attend another setting, the pre-school provide an information booklet that is passed between the two settings by parents, to share important information about the child's learning and development. Where children are identified as requiring additional support, the pre-school manager also meets with other settings that children attend to discuss and agree on a consistent approach. For example, they discuss how to manage challenging behaviour, which ensures that children benefit from consistent and targeted support. This enables all people involved with children to note their interests, needs and development and effectively promotes continuity of care, learning and development for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	306497
Local authority	Wirral
Inspection number	943043
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	53
Name of provider	St Peters Pre-School Playgroup Committee
Date of previous inspection	18/03/2010
Telephone number	0151 342 9909

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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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