

St Georges Pre-School Playgroup

Daisy Avenue, Farnworth, Bolton, Lancashire, BL4 0EJ

Inspection date

06/03/2014

Previous inspection date

06/07/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 requires improvement

- Staff have a secure understanding of safeguarding and risk assessment. As a result, hazards to children are identified and minimised.
- Partnerships with parents are effective. Parents are complimentary about the service the playgroup provides. This means that all carers are able to provide consistency of care.
- The manager uses self-evaluation to reflect on aspects of the playgroup and this identifies where improvements are needed. This means that she is able to identify areas of weakness in order to provide better outcomes for all children.

It is not yet good because

- Some daily routines are less effective in offering consistent challenge for children to extend their independence skills.
- The identification of children's next steps in learning are not yet embedded in practice. This means that planned activities are not best suited to meeting children's individual learning needs.
- The educational programme lacks consistent challenge throughout all areas of learning.
- Opportunities to skilfully question children are missed and this does not always give children an appropriate time for them to formulate a verbal response in order to improve further 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
- 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 carried out a tour of the nursery.
- The inspector observed activities and spoke to children and staff.
- The inspector held meetings with the manager of the provision and looked at and discussed a range of policies, procedures and documentation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation with the manager.

Inspector

Emma Barrow

Full report

Information about the setting

St Georges Playgroup opened in 1977 and is privately owned. It operates from St. George's church in the Farnworth area of Bolton. The playgroup serves the immediate locality and also the surrounding areas. The setting is open Monday to Friday from 9.15am until 11.45am during term time. The children have access to the main hall, bathroom facilities and an outdoor play area. Access to the property is gained on the ground floor level. There are currently 38 children in the early years age range. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. The playgroup supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently seven staff working directly with the children, most of whom have an appropriate early years qualification. The playgroup receives support from the local authority. The playgroup is registered on the Early Years Register.

What the setting needs to do to improve further

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

- identify children's next steps in order to target planning for their individual needs so they make good progress
- improve the educational programme by providing challenging experiences for each area of learning and development to ensure children make good progress in all areas.

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

- develop staff's practice in skilfully questioning children during play so that they allow time for children to respond in order to promote critical thinking and improve learning
- make full use of daily routines to support children to develop their independence skills.

Inspection judgements

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

Staff have a satisfactory knowledge of the Early Years Foundation Stage and plan activities based on children's interests. Educational programmes cover the seven areas of learning and as a result, children satisfactorily gain the necessary skills in readiness for school. However, at times the educational programme lacks challenge for children. Staff regularly observe children as they play this allows staff to become aware of children's likes and dislikes. However, assessment and tracking of children's progress does not consistently identify targeted next steps for children. Therefore, planned activities do not always reflect or shape challenging learning experiences for them. This results in learning experiences that at times lack consistent challenge and are not always precisely matched to children's individual learning needs. As a result, children make satisfactory, rather than good progress.

Learning and teaching requires improvement. Children initiate their own play and access resources independently. For example, children use large construction bricks and begin to build castles. Children access resources independently and initiate their own play. Staff appropriately support children through role modelling, playing with children and supporting early language skills. For example, at a play dough activity there is opportunity to develop some critical thinking when children are asked open ended questions. However, staff do not always skilfully question children as they play, therefore, opportunities to extend children's learning are missed, particularly during child-initiated play.

Staff have a sound knowledge of working in partnership with parents. For example, the pre-school has recently gathered parent's views through parental questionnaires. This gives the opportunity for staff to consider how children's progress is reported. Staff are aware of the importance of building secure parent partnerships in order to support children's needs and offer a consistent approach. Appropriate communication methods are in place, such as parents completing an 'All about me' form when children first attend the setting and daily verbal feedback with parents.

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

An appropriate key person system is in place and this means children build secure attachments which supports their well-being. New children are supported well into the setting. For example, a parent shared that she was 'very happy with the support her child was given when starting at the setting'. Staff take opportunity to speak to parents both at the beginning and the end of the session to discuss their child's day. Staff generally support children to play and learn together. For example, during a water activity children were encouraged to explore and investigate in different ways. The setting's routines support children's emotional well-being, for example, snack time is enjoyed in small groups and supports children's social skills. However, there are missed opportunities to help children during some routines to practice skills to manage their own personal needs, such as, putting their own coats on before going out to play. However, mostly children are supported in preparing for their transition onto school or other settings.

Children learn about healthy lifestyles through daily access to the outdoor area as they use the appropriate range of resources to support their physical development. Opportunities are provided for children to use the large indoor hall and continue to develop their

physical skills through adult led activities. Healthy snacks are made available and children come together in small groups for their snack. Some children are given opportunity to develop skills of independence, such as pouring their own milk. However, this opportunity is not given to the younger children to help them with developing their independence. A daily healthy snack is provided which consists of fresh fruit and milk.

Staff show an understanding of the importance of risk management. Daily safety sweeps are undertaken to identify and minimise risks to children. For example, staff ensure the environment is safe every morning as the building is also used by different community groups. Resources are age appropriate and are stored effectively so that children can choose their own toys and equipment as they initiate and enhance their own play. Staff follow procedures which support safety. For example, a visitor's book is in use and staff open the door individually to all parents. Children's independence is supported. For example, older children are encouraged to self serve at snack time and use the bathroom independently. Children access resources which are stored on open shelving units. This supports children to initiate their own play.

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

Staff have a sound knowledge of safeguarding procedures. Staff are aware of the safeguarding policy and the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. Staff supervise children well, consequently, children are suitably protected. For example, gates are always checked and locked before the children go outside and risk assessments are completed both indoors and outdoors before the children use the areas available to them. This does effectively ensure the safety of the children. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the group. Staff are further supported through regular supervisions.

Staff have a satisfactory knowledge of how to support children in their learning and development. They role model how to use the resources and play with children at their level. The setting is working closely with the local authority to develop the practice and training has been organised in the future to enable staff to support children's learning more effectively. This helps to identify gaps in children's learning so that effective support can be put into place when necessary. The manager has begun to monitor practice. The manager has identified that this is an area where she is taking a more active role and has a clear vision of how to improve practice. For example, role modelling sessions and introducing a peer mentoring system which will help staff to identify and share good practice. Teaching practice is adequate and children make satisfactory progress in their learning and development, although, next steps are not consistently identified to maximise learning for all children.

The well established staff team have reflected and evaluated their practice and have identified key areas of strength and weakness that they wish to address. The manager welcomes the views of parents to further improve practice. The setting is regularly seeking

views of the parents both verbally and through parental questionnaires. Parents are complimentary about the setting. For example, they say 'My child is really settled, staff are friendly and I am able to talk to my child's key worker'. The team are receptive to the views of parents. Overall, this shows that the staff are committed to improving practice. The playgroup has links with local authority advisors, health professionals, other settings in the area and local schools.

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	315973
Local authority	Bolton
Inspection number	876974
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	38
Name of provider	Maureen Anne Taberner
Date of previous inspection	06/07/2009
Telephone number	07974 929360

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Type of provision

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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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