

The Village Pre-School Playgroup

Mytham Road, Little Lever, Bolton, Lancashire, BL3 1JF

Inspection date

27/03/2014

Previous inspection date

09/03/2010

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

- Children have access to a warm, welcoming and highly stimulating learning environment, both indoors and outdoors. They take an active interest in their surroundings and display high levels of concentration as they engage happily in their chosen activities.
- Staff provide children with good levels of care and are sensitive and attentive to children's individual needs. Therefore, children form secure attachments with all staff and display high levels of confidence and a strong sense of belonging.
- Effective safeguarding policies and procedures ensure that all staff have a good understanding of how to protect children and promote their welfare.
- Teaching is strong and as a result, children make good progress. The educational programmes are well planned by knowledgeable staff to cover all seven areas of learning and to provide challenging, interesting and motivating experiences for all children.
- Established partnerships with parents and other agencies results in information being shared effectively. As a result, children's needs are met.

It is not yet outstanding because

- The ways, in which high quality practice can be shared across the pre-school through peer observations, have not been fully explored.

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 carried out a tour of the pre-school.
- 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.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Emma Barrow

Full report

Information about the setting

The Village Pre-School Playgroup was registered in 1977 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a committee and operates from a community centre in Little Lever, Bolton. The pre-school serves the immediate locality and the surrounding areas.

The pre-school opens five days a week during term time from 9am until 3.30am on Tuesday, Wednesday and Thursday, 12.30 noon until 3.30pm on Monday and 9am until 12pm on Friday. Children attend for a variety of sessions. Children have access to a large open-plan play area, bathroom facilities and an outdoor play area. There are currently 55 children in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

There are currently eight staff working directly with the children, all of whom have an appropriate early years qualification. Six of the staff have qualifications at level 3 and one at level 2. The pre-school manager has Early Years Professional Status. 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:

- extend the ways in which high quality practice is shared across the pre-school by embedding the use of peer observations and reflection on practice for staff, in order to enhance children's learning further.

Inspection judgements

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

Children thrive in this stimulating and good quality pre-school. They are greeted by friendly, caring staff and they arrive at the setting happy, confident and full of enthusiasm. Children make independent choices from the wide range of toys and equipment and are provided with lots of opportunities to instigate their own play. Their investigatory and exploratory skills are promoted through the use of computers, where they develop their hand to eye coordination as they navigate the mouse and use the keyboard to create different visual effects on the monitor. Children visit and gain an awareness of different parts of the local community and at the same time, learn how to keep themselves safe. For example, they walk to the local garden centre for a plant for Mother's day and while doing so, they learn how to cross the road safely.

Staff have a good knowledge and understanding of how to promote the learning and

development of children. The planning of the learning environment is linked to the seven areas of learning, ensuring that the educational programmes have depth and breadth across all areas. Planning is completed for each individual child, reflecting their interests and learning styles and they are provided with uninterrupted time to play and explore. As a result, all children are happy and motivated to learn and participate in activities. They play with resources that are meaningful and interesting, promoting their natural curiosity and eagerness to learn. For example, they play in the role play area set up as a grocery store and weigh the real potatoes and onions, saying which ones are heavier.

Comprehensive observation, assessment and planning systems are continually reviewed by staff to determine its effectiveness. The information gathered from their observations and parents is used to inform future planning and ensure children's individual needs are planned for and addressed. Consequently, any identified gaps in children's learning are targeted to ensure these are narrowing and that they are making good progress towards the early learning goals, considering their starting points.

Teaching techniques are consistently strong across the pre-school, resulting in all children being effectively supported to acquire the skills and capacity to learn and develop effectively. This ensures they are well prepared for their next stage in learning. Staff skilfully question children and support them in their learning. For example, they offer simple running commentaries as children delight as they explore frozen paint cubes. Practitioners encourage them to use their sense of touch as they respond to the coldness of the cubes and explain that the paint is 'cold.' They respond to children's curiosity when they touch the paint and use tones of voice and facial expressions to introduce new words, such as 'melting' and 'defrosting', as the children observe paint on their fingers.

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

Children are cooperative, behave well and show positive attitudes towards others. They understand what staff expect of them and respond promptly. For example, children stop and listen at the sound of the bells, which indicates that it is time to tidy and get ready for the end of the session. They gather as a group for circle time, where they take turns to speak and listen as they share their news. Staff and children talk about the weather, seasons and current topics. These activities help children to develop concentration and communication skills. Staff teach children to have respect and consideration for others. This helps children to learn rules that help to keep them safe. Children benefit from physical exercise at each session. They enjoy singing, dancing and riding wheeled toys in the larger room. Children play in the garden, where they learn about the natural world as they explore. Interesting topics capture children's imagination, such as a trip to the garden centre for a plant to nurture in the pre-school until Mother's day.

Staff have a good awareness of children's individual dietary requirements, such as allergies and preferences. For example, they make play dough with gluten free flour with all the children to accommodate the needs of a child with a gluten allergy. They discuss children's needs with parents and promote healthy eating. Staff are dedicated and committed to include all children and treat them with equal concern. They sit with the children at mealtimes and prompt lively conversations, so that it is a sociable time. There is a consistent staff team, so children become familiar with the adults around them. The

effective key person system enables all children to form secure emotional attachments. The sensitive interaction of staff facilitates each child's ability to grow independence, where reassurance can be sought where necessary. The sensitive approach to admission procedures enable parents to stay as long as they feel they need to, as it is recognised each child is unique and responds differently to starting at the pre-school. Therefore, children's sense of belonging is fostered and they settle well and enjoy the attention they receive. Subsequently, children make a seamless transition in approaching new experiences or onto the next stage at school.

Staff praise, reward and encourage children during the session. Consequently, children show confidence and are proud of their achievements. For example, children are pleased to receive a sticker in recognition of successful toilet training. Others ask for a sticker because they have 'put the towels in the bin'. Children learn good routines and understand why they do things, such as washing hands. For example, children know about 'germs' that can give them 'tummy ache'. As a result, children are confident and independent as they develop a range of self-care skills, enabling them to become familiar with personal hygiene routines. They demonstrate how they put their own coats on to go outside and how they help to tidy up their environment by putting resources away.

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

Staff display a good understanding of the requirements of the Early Years Foundation Stage. All staff are well informed of their safeguarding responsibilities. They are fully aware of the possible signs and symptoms of abuse and the action they must take to manage any concerns they may have about children in their care. Staff all demonstrate a clear knowledge of who to contact. In addition, detailed information is displayed, illustrating the procedures to follow and includes the relevant contact details. This effectively promotes children's welfare. All staff prioritise children's safety and are committed to providing an environment that is welcoming, safe and stimulating, where children develop their confidence and enjoy their learning experience. Strategies for managing staffs' performance are strong and incorporate good recruitment and induction procedures. The manager has implemented an effective training programme to ensure staff are suitably qualified and have a high level of skills to progress children in their learning and development. Weekly staff meetings, supervision and appraisals all contribute to this effective management process and the professional development of the whole team. The manager is continually seeking ways to improve practice and the quality of care. Consequently, a system of peer observations between staff to enable them to reflect on their practice has been recently introduced. However, this is not yet embedded across all areas of the pre-school, in order to enhance staffs' professional skills and to drive further improvement.

All the staff display a good understanding of their responsibilities, in relation to meeting the learning and development requirements of the Early Years Foundation Stage. The managers' commitment and drive to improve, have resulted in clear targets for development and continuous improvement being fostered. As a result, all children are making good progress in their learning. The manager liaises with all staff on a weekly

basis to review and evaluate the delivery of the Early Years Foundation Stage. They continually reflect on their practice, the organisation of the environment and the use of observations, assessment and planning. This ensures that all staff are familiar and confident with the process and enables them to enhance current systems by introducing new ways of working to improve the outcomes for children. Staff demonstrate their clear understanding of how children learn and the importance of tracking their progress. This ensures any identified gaps in learning are addressed and targeted plans for intervention successfully implemented. Planning is completed for each child. As a result, children's interests and preferred styles of learning are taken into account.

All staff are highly committed in promoting good relationships with parents, other settings and external agencies, which contributes to meeting children's needs. Staff have good relationships with parents who speak highly of the pre-school and the care their children receive. They report that they are happy with the way their children are supported and how staff make the atmosphere warm and friendly. Close liaison with local schools and external agencies ensures children's individual needs are met effectively and ensures that children are prepared for their transition to school. Self-evaluation is in place and this helps the manager to plan improvements for the pre-school. For example, she identifies plans to develop and introduce peer observations for staff. Parents are also encouraged to share information and their thoughts verbally with the staff.

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	315959
Local authority	Bolton
Inspection number	868331
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	55
Name of provider	The Village Pre-School Playgroup Committee
Date of previous inspection	09/03/2010
Telephone number	01204 573 096

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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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