

Christ The King Preschool Playgroup

Fir Grove, Macclesfield, Cheshire, SK11 7SF

Inspection date	02/04/2014
Previous inspection date	14/12/2011

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

- Practitioners have a strong understanding of children's learning and development needs, which helps all children to make good progress from their individual starting points.
- The practitioners develop good relationships with parents. Parents are encouraged to share information about their children and as a result, the pre-school is able to ensure that children's individual learning needs are met.
- The pre-school utilises both the inside and outside space well to ensure that children have free access to a wide variety of resources that engages them in meaningful play and learning opportunities. Consequently, children make very good progress.
- Practitioners work closely with parents and speech and language practitioners to ensure all children make good progress in their communication and language development.
- The pre-school prepares children for their move onto school well because they have developed good links with local schools.

It is not yet outstanding because

- There is scope to extend the opportunities for staffs' professional development, for example, by using the staffs' skills and knowledge to carry out peer observations and reflect on their own practice, in order to identify areas for improvement.

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 in the two rooms and the outside learning environment.
The inspector conducted a joint observation with the manager. The inspector looked at a range of policies and procedures and looked at children's assessment records and planning documentation.
- The inspector looked at documents and checked evidence of suitability and qualifications of staff working with children.
The inspector took account of views of parents and carers spoken to on the day.
- The inspector held a meeting with the manager and spoke to staff and children throughout the inspection when appropriate.
- The inspector gave feedback to the manager.

Inspector

Yvonne Holt

Full report

Information about the setting

Christ the King Preschool Playgroup was registered on the Early Years Register on the current site in 2011. It operates from a purpose built room within Christ the King Roman Catholic and Church of England Primary School in the Macclesfield area of East Cheshire. Children have access to an enclosed outdoor play area, which is shared with the reception class. It is open each weekday from 8.35am to 11.35am and 12.15pm to 3.15pm, term time only.

There are currently 50 children on roll who are in the early years age group. Children come from the school catchment area. The pre-school supports a number of children who speak English as an additional language. There are eight members of staff, seven of whom hold early years qualifications at level 3. The setting operates in line with the pre-school learning alliance and provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- extend the provision for staffs' professional development further, for example, by using peer observations to help support all practitioners to reflect on practice and identify further improvements, which will benefit children.

Inspection judgements

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

Practitioners create a welcoming environment for children coming into the pre-school. They gather a good range of information about each child's background from the parents during the settling-in process. This information includes details on their starting points in learning and any other needs to be considered. Practitioners make regular observations and assess children throughout the day. They make observations of children, which cover all areas of learning and these are used to inform their planning for children's next steps. Practitioners ensure that parents are kept well informed about their children's next stage of learning as they share with them the development files with the observations they have recorded. This consistent approach to sharing information about children's learning helps promote continuity between the pre-school and home. As a consequence, children are well prepared for their next stage in learning, such as school.

Practitioners provide children with age-appropriate, stimulating and interesting activities, which are differentiated to provide them with appropriate challenge relevant to their abilities. This enables children to choose activities, which promotes their all-round learning

and development. Practitioners encourage children to explore and investigate during self-initiated activities. For example, as children enjoy playing with toy elephants, staff use this opportunity to develop children's mathematical skills by encouraging them to count out the elephants, as well as, talking about their size and shape. Children who learn better outdoors are able to do so, as enriched learning areas are available both indoors and outside. Practitioners have an effective understanding of how to support children through the use of thoughtful questions and engaging activities. There is a well-resourced book corner where children can sit and listen to stories being read by practitioners or just read a book by themselves. Practitioners display pictures in the book area to help increase children's awareness that print carries meaning. This helps to develop children's interest and understanding of print as they see words and pictures linked together. Practitioners provide sufficient materials and pencils for children to use during their role play, so they can practise purposeful 'writing', for example, they write a letter or an invitation to a friend and then post the letter in the post box provided. Practitioners are skilled at supporting children who have English as an additional language. They repeat language and provide examples of correct terminology. They make use of their training and knowledge gained from qualifications to support the children's acquisition of a new language and offer support to parents. As a result, all children are making good progress in their communication and their literacy skills.

Practitioners provide resources and activities to help children learn to share and take turns. For example, the provision of large blocks encourages children to play alongside each other. Children make things together, for example, they make a road layout to which they add the small-world toys, such as cars and animals. Practitioners respond to children's interests well. For example, during speaking and listening time, children show excitement as they take out the 'What's in the bag?' activity. This activity encourages the children to develop their communication and language further as they have to describe the object they have removed from the bag to the practitioner. This allows children to extend on the language they already have as they use a variety of words and sentences to describe the object and what to do with it. For example, children tell the practitioner 'it's brown and has a long tail' or 'You can see it at the safari park'. This activity also helps children who may need additional support developing their speaking and language skills. Practitioners build on this by singing nursery rhymes with children as they take out visual cards to represent the rhyme challenge they are working on. This all helps to develop their communication skills and teaches them skills that support their future learning. The practitioners provide a good range of resources for children to explore during their time at the pre-school. They talk to children during their play and ask questions that encourage them to think. They talk about how many elephants and lions there are, counting the animals together. The practitioners take every opportunity to extend children's mathematical awareness further by including mathematical language in their conversations, to encourage children to use their own thinking skills and work things out for themselves. The support for children's mathematical development is a key strength in the pre-school.

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

There is an effective key person system in place. All the children who attend the pre-school are assigned a key person and this information is shared with the parents when the children start. Children are taught about healthy eating. They talk about how fruit is good for them and how healthy milk or water is. They show high levels of independence as they competently pour their drinks. Therefore, children are developing their personal independence skills and learning about healthy lifestyles. Practitioners act as good role models to children and as a result, they respond well and their behaviour is extremely good. Children routinely take turns and share with their friends and support each other during chosen activities. They say 'please' and 'thank you' at various times in the session. Children are given plenty of praise for their own achievements, for example, when they make choices for themselves or listen well to the practitioners. Children smile when they hear the positive praise being delivered. This helps to build children's self-confidence and self-esteem.

Practitioners allow children time to be independent and to do things for themselves, such as finding their own coats on their pegs and Wellington boots for puddle play, which they confidently put on by themselves. There is constant praise to be heard, which motivates children to 'have a go' and gives them time to achieve what they have set out to do. As a result of this, children are encouraged to be active in their learning and develop their own skills independently. Parents value the feedback that is given to them from the staff with regards to their children's progress, as well as, what they have done during the day. They enjoy being included in their children's day as they talk about the 'wow vouchers' on which they record what children have done at home. This gives them the opportunity to be involved in the pre-school activities and share good information about their children's learning.

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

The manager is fully aware of the safeguarding procedures in the pre-school and she delivers the information to her team through staff meetings. There are effective policies and procedures in place, which are implemented effectively by the whole team. All the practitioners have been on relevant safeguarding training. They demonstrate that they are aware of what they would do if they had concerns about a child. Practitioners prioritise children's safety and treat them with respect at all times. Risk assessments are completed regularly and practitioners are able to identify and eliminate hazards in any areas used by children. Practitioners remind children about safety throughout their time at the setting. For instance, they tell the children that if they wave things in the air, they will hurt someone. Children respond well and are heard reminding each other about this again. This shows that children are learning how to keep themselves safe.

The manager works effectively to ensure that the educational programmes are delivered well by ensuring that activities are set out appropriately, both inside and outside the pre-school. The planning of activities links to the children's next steps in learning and incorporates information given by the parents about the children's learning from home. This supports the children's learning further as the pre-school and parents work in partnership together, promoting continuity of care. Staff work closely with the parents. For

example, they encourage parents to come into the pre-school, so they can engage and play with their children and find out what they are learning. The manager promotes working closely with the speech and language therapist from the local authority and this has had a major impact on the progress of some children. All practitioners attend relevant training and courses that will continue their professional development. Staff hold relevant qualifications and demonstrate good teaching skills. There is scope, therefore, for them to use these skills and support each other through the use of peer observations, for example, to increase their professional development and practice further. Language courses have been a particular focus for the pre-school. This has increased their knowledge, which they then use to enhance practice. This has, therefore, further supported all children in their language development.

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	EY429846
Local authority	Cheshire East
Inspection number	874537
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	50
Name of provider	St Edwards Playgroup Committee
Date of previous inspection	14/12/2011
Telephone number	07825 610 995

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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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