

Bebington Pre-School Playgroup

c/o Stanton Road Primary School, Stanton Road, Wirral, Merseyside, CH63 3HW

Inspection date	20/10/2014
Previous inspection date	11/11/2008

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

- Staff have good teaching skills and a good understanding of the Early Years Foundation Stage. They enthusiastically engage children in purposeful play and consequently, all children make good progress.
- Children settle quickly at the setting because staff have a warm and friendly approach towards them.
- Staff quickly identify children's starting points and plan challenging and exciting experiences across the seven areas of learning. As a result, children are motivated to learn and enjoy their time at the setting.
- Children are kept safe because the staff have a good understanding of child protection issues and are vigilant to ensure the environment is safe and secure.
- Managers review the educational programme and effectively support staff through regular observations and constructive feedback. Consequently, there is a clear focus on improving children's learning through good quality teaching.

It is not yet outstanding because

- Staff are not highly effective in supporting the communication skills of children who speak English as an additional language by using a wide variety of simple words and phrases from their home language during play.
- Staff have not yet explored further ways of encouraging all parents to consistently share information about children's learning and continue their learning at home.

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 looked at all the areas that children access and observed activities indoors and in the outdoor learning environment.
- The inspector held a meeting with the manager, reviewed policies, including the safeguarding policy and checked evidence of the suitability of staff.
- The inspector looked at children's planning and assessment documents and held discussions with the staff at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took into account comments from parents spoken to during the inspection and written in children's learning journals.

Inspector

Anne Parker

Full report

Information about the setting

Bebington Pre-school Playgroup was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is managed by a voluntary committee and operates from a detached classroom unit in the grounds of Stanton Primary School in Bebington, Wirral. It has a separate entrance. The setting consists of a large playroom and an enclosed outdoor play area. The setting serves the local community and opens Monday to Friday, 9.00am to 12noon and 12.30pm to 3.30pm, during term time. There are currently 39 children on roll, all of whom are in the early years age range and attend on a part time basis. The setting receives funding for the provision of free early education for two-, three- and four-year-old children and supports children who speak English as an additional language. There are currently five members of staff working directly with the children, all of whom have an appropriate early years qualification at level 1 and they are supported by 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:

- enhance opportunities for children who speak English as an additional language to develop their communication skills by using more simple words and phrases from their home language
- explore further strategies to involve parents in their child's learning, to enhance opportunities to share home experiences and support parents in how they can continue their child's learning at home.

Inspection judgements

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

Teaching is effective so children make good progress in relation to their starting points. Staff are very skilled in providing purposeful play for children. They play alongside children and effectively extend their learning through questioning and talking about what they are doing. For example, children enjoy building with wooden blocks and staff engage them in discussions about the shapes and sizes of the various bricks and what they might build with them. Children engage with games on a computer and staff demonstrate how to click the mouse to move the characters. There are opportunities for children to practise making marks, available around the setting, including using crayons on paper and paint brushes at the easel. Children also have access to a range of utensils, such as pencils, brushes to paint with, plastic cutlery in the home corner and a range of equipment to manipulate the play dough. As a result, children are developing many of the skills they will need for their next steps in learning, including school.

Staff frequently use mathematical language as children play. For example, they play outdoors, standing up skittles and rolling a ball to knock them down again. Staff ask children how many are left standing and they count them together. Additionally, children have access to measuring tools and staff effectively demonstrate how to use them. Staff use questions to effectively promote children's thinking and problem solving skills. For example, as children play with a set of various keys, staff ask children to sort them into big and little keys and ask individual children to find five red keys or all the green keys. Consequently, children's understanding of numbers and mathematical concepts are effectively promoted. Children's communication skills are also fostered well during play. Staff consistently repeat key words and phrases to clarify meaning successfully. As a result, children are becoming confident talkers who are able to express themselves. Staff say simple greetings in children's home language, however, they do not consistently extend this further to ensure children hear their home language frequently enough to make very good progress in speaking and communicating. The setting has printed words and numbers displayed on storage containers and on the walls and children play age-appropriate word and number games using a computer. Furthermore, children have access to a wide range of books and they enjoy story time. Consequently, children are beginning to develop a love for books and to understand that print has meaning.

Staff routinely plan a wide range of interesting and challenging activities to meet children's individual needs. They collect useful information from parents about their children's achievements and also observe children to accurately assess their starting points. Observations are recorded in individual learning journals, along with annotated photographs, which are linked to various areas of learning. Further assessments are scheduled at regular intervals, including the progress check completed for children aged between two and three years, which enables staff to plan for the next steps in children's learning. Staff invite parents to stay and play sessions where they verbally share information about what children have been learning. They encourage children to take home a story book to share with parents. Further information about children's assessments is shared at parents' evenings. Where staff or parents have concerns about a child's progress, meetings are arranged and staff refer children onto relevant professionals as appropriate, such as local health visitors. Parents spoken to on the day are pleased with the progress their children are making. However, staff are not always able to meet with a small number of parents and they have not yet explored ways to share information consistently. Furthermore, parents are not always given consistent support to continue their child's learning at home.

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

Children are happy and confident at the setting. They are eager to engage with activities as staff offer encouragement through meaningful praise and support. Staff successfully meet the needs of children and value them as individuals. They endeavour to include children who speak English as an additional language in all the available activities. However, on some occasions staff do not always use children's home language and so children are not always fully engaged in activities or with others. However, children's emotional needs are well met because staff have built secure, responsive attachments

with them. Staff talk to parents during the settling-in process to find out about children's likes and dislikes and incorporate this into their planning. The setting is very well maintained and organised, creating a stimulating and interesting environment. The wide range of toys and resources available cover all areas of learning and are attractively displayed or stored so that children can independently access them. As a result, children are becoming independent learners.

Children's behaviour is good because staff have a positive approach towards behaviour management. They calmly intervene in minor squabbles by reminding them of the rules about being kind and sharing. Furthermore, staff are good role models and remind children to use good manners. They promote friendships between children by encouraging them to play alongside each other and they talk about how children might be feeling. Staff plan activities to celebrate various festivals throughout the year, such as Diwali, to help children understand cultures other than their own. Consequently, children are learning to respect and have empathy for the feelings of others. Staff remind children how to keep themselves safe, for example, by reminding them to be careful not to trap their fingers in the wooden gate. Children are provided with daily opportunities to access fresh air and exercise in the outdoor play area. While outdoors, children kick or throw balls, run about and ride large wheeled toys. As a result, they develop good physical skills. Children take small risks, appropriate for their age, for example, by using the large equipment with appropriate levels of support from nearby staff.

Staff effectively promote healthy lifestyles. They visit the greengrocer to purchase various types of fruit for their snack and staff talk to children about the benefits of eating healthily. Children are supported to wash their hands at appropriate times during the day and staff sensitively support children as they visit the bathroom. Consequently, children are beginning to develop healthy habits and independently manage their self-care needs and, therefore, are developing the skills they will need when they go to school. Older children are supported to become emotionally ready for school. Staff work closely with teaching staff to support children through their move and talk enthusiastically to children about what to expect. Children become familiar with the school environment as a range of visits are planned, including having a lunch in the school dining hall. As a result, they are well prepared for their move to school.

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

Managers have a very good understanding of their responsibilities to ensure practice meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. They follow robust systems to ensure staff are suitable to work with children. Induction procedures provide new staff with information about safety, evacuation procedures and roles and responsibilities. Staff attend regular safeguarding training and so are very confident about identifying and reporting any child protection concerns they may have about children in their care. A very effective range of policies support their work and these are shared with parents as they start at the setting. Staff conduct regular risk assessments and remove any hazards, where appropriate. Access doors are kept locked and there are systems in place to monitor visitors. Accidents are

accurately recorded and shared with parents and staff follow well-developed procedures to ensure medication is administered safely. Several members of staff have a current paediatric first-aid certificate. As a result, children are very well safeguarded at the setting.

The staff team is well-qualified and demonstrate a good knowledge of the Early Years Foundation Stage. They are supported effectively by the manager, who regularly observes their practice and gives constructive feedback to help them improve their teaching skills. The manager monitors the educational programmes well to ensure children are making good progress. Furthermore, she tracks children's learning to identify groups of children who may not be achieving at the expected rate. This is helping the team to ensure suitable activities are planned and to evaluate their practice overall. Self-evaluation is continuous and consequently, staff have a comprehensive understanding of the strengths and areas for improvement for the setting. Since their last inspection, there have been improvements in the safeguarding of children and also in monitoring of children's achievements, which has improved children's care and learning. This demonstrates an ability and capacity to improve further.

Staff use a variety of strategies to engage parents. Displays in the entrance areas inform parents about staff, snacks, the Early Years Foundation Stage and other useful information. Additionally, staff plan informal sessions for parents to come and talk with staff and children take home a story book to share with parents. However, strategies are not always successful in engaging all parents in sharing information about their child's learning and development. Nevertheless, parents spoken to during the inspection express their satisfaction with the setting, especially the way their children are progressing and have made friends. Staff have established good links with external agencies and other professionals to ensure that children's individual needs are met through receiving appropriate intervention and support. The nursery also works closely with the local authority and staff from the local school, which further supports the children's learning and promotes effective transitions.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY302164
Local authority	Wirral
Inspection number	877878
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	39
Name of provider	Bebington Pre-School Playgroup Committee
Date of previous inspection	11/11/2008
Telephone number	0151 343 4607

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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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