

# Egerton and Walmsley Pre-School Playgroup

Hideaway Scout Hut, Blackburn Road, Egerton, Bolton, Lancashire, BL7 9SA

<b>Inspection date</b>	21/11/2014
Previous inspection date	17/07/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 are attentive, warm and nurturing. Consequently, children are happy and confident to play and explore their environment and become active learners.
- Children are effectively safeguarded because staff have a secure understanding of child protection issues. Furthermore, children's safety is well supported through careful supervision and well-implemented policies and procedures.
- Partnership with parents are strong. Regular and effective communication ensures that children's needs are fully met.
- Children make good progress as they engage in a wide variety of challenging activities. Effective observation and assessment mean staff know children well and plan activities tailored to their individual interests and abilities to build on prior knowledge.
- Leadership and management are driven and motivated to improve.

### It is not yet outstanding because

- Although staff teach children about different cultures and festivals, resources to support their understanding of the multicultural society we live in are less extensive.
- Strategies to further develop the already good teaching and learning are not used frequently enough to achieve the highest levels of practice.

## **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 playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

### **Inspector**

Michelle Jacques

## Full report

### Information about the setting

Egerton and Walmsley Pre-School Playgroup opened in 1967 and is on the Early Years Register. It is managed by a committee and operates from the Hideaway Scout Hut and one room within the parish hall, both of which are adjacent to the grounds of Walmsley Church of England Primary School in Egerton, Lancashire. Children have access to a secure outside play area. The setting opens during term time only, for two sessions each weekday from 9.15am until 11.45am and 12.45pm until 3.15pm. The setting also offers a lunch club 11.45am until 12.45pm each day. There are currently 46 children on roll, all of whom are within the early years age range. The setting provides funded early education for three- and four-year-olds. It employs 10 members of childcare staff. Of these, one has Qualified Teacher Status, seven hold qualifications at level 3 and one holds level 2. The setting 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:

- enhance the vibrant learning environment by providing more resources that support children's learning and understanding of different cultures, beliefs and festivals
- increase the frequency of the already good monitoring of practice, to ensure the quality of teaching is consistently improving.

## Inspection judgements

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

Staff have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. Consequently, staff plan challenging activities. Effective observation and assessment procedures ensure that staff know children well, follow their interests and provide challenge to enthuse, motivate and engage children in their learning. Staff routinely complete observations of children's learning, enabling them to plan targeted activities tailored to individual needs. Consequently, children are well supported to make good progress. Furthermore, staff are skilful to recognise learning opportunities and support progress by extending activities. This is because staff have a clear knowledge of how to support learning and development. For example, children enjoy playing hopscotch, interacting with each other as they play. Staff praise children for jumping and landing securely during the game. Learning is extended further as the member of staff challenges children to land on one foot, recognise numerals and count numbers in sequence. The quality of teaching during this activity promotes problem solving and extends learning opportunities through the skilful adult interaction. The quality of teaching throughout the setting is consistently good and children are making good progress and are

fully prepared for the next stage in their learning. Staff differentiate their practice as they consider the stage and abilities of children they work with. For example, staff step back and allow more confident children time to test and try things without prematurely intervening, while less confident children are closely supported. As a result, children learn how to be active learners with appropriate levels of support and genuine praise, promoting confidence and overall progress.

Gradual admission and settling-in procedures are well embedded and effectively managed. Staff spend time with parents upon entry into the setting to understand children's preferences and abilities. Staff recognise the value of parental input and promote involvement from home immediately when children first start, quickly building positive relationships with parents and families. Parents complete 'All about me' documentation to share information regarding children's routines. Effective two-way communication between staff and parents facilitates a shared approach to learning, ensuring planning is completed by well-informed staff to meet individual learning needs.

The environment throughout the setting is bright, welcoming and very well organised. Children enjoy a good range of adult-led and child-initiated activities supported by a variety of age-appropriate resources. Resources and play materials are appropriately stored at children's level, promoting independence and decision-making skills. The environment successfully supports children's learning and promotes development across the seven areas of learning. That said, there are fewer opportunities to explore and engage with multicultural play equipment, such as books, dressing up and dolls. Therefore, children are provided with fewer opportunities to learn about the multicultural society they live in. However, children's learning is supported well by effective planning, assessment and observation procedures, a good range of quality resources and positive relationships. As a result, children make good progress in their learning and development and are ready to move on to their next stage in learning and eventually school.

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

Staff are attentive, warm and caring. Children arrive happy, confidently wave goodbye to their parents and are eager to learn. This is because positive attachments are shared between children and the adults who care for them. Furthermore, positive relationships are extended to parents. Staff discuss children's needs daily with parents, who comment, 'Staff are experienced, caring and passionate about meeting the needs of each individual child'. Children are emotionally reassured by attentive staff who offer genuine praise and encouragement. As a result, children thrive emotionally and are confident to participate and join in. Secure relationships effectively support children's emotional well-being, promoting an eagerness to learn. Staff are attentive to children's individual needs and swiftly act to ensure personal needs are quickly met. For example, children with hiccups are quickly provided with a drink and some reassurance to enable them to recover and return to their play. Caring staff create a welcoming and secure environment for children to learn and progress.

Staff are good role models who listen to what children say and engage in meaningful conversations. Snack time is a social occasion and children enjoy talking about events at

home and people who are special to them. Staff recognise this as a positive opportunity and ask questions to extend conversation and vocabulary. Friendships are secure between children and laughter is frequent throughout the day. This contributes to children's emotional security and confidence. Children's good health is well promoted as they are encouraged to wash their hands before eating, learning healthy routines. Snack times are valued as a learning opportunity and effectively help children to develop their self-help skills. For example, children pour drinks for each other and are encouraged to peel fruit. Children are very well behaved and understand to share and take turns. Minor disagreements are managed sensitively and in a way that is appropriate to each child's level of understanding. Staff use 'golden rules' to reinforce positive behaviour. They clearly explain expectations, ensuring children understand boundaries. For example, prior to going outdoors, children are reminded to walk down the corridor so they do not fall and hurt themselves. This request is understood and followed by all children. As a result, children behave well, respect one another and are incredibly happy during their time spent at the setting.

Children demonstrate secure physical skills and are able to run, jump, kick and climb confidently. This is because they experience fresh air and exercise daily, negotiating the open space in the outdoor environment. Appropriate physical challenge enables children to independently learn how to safely manage and negotiate risks. For example, they are gently encouraged to climb the steps to the slide, developing balance and control in a supported and safe risk situation. Children are healthy, happy and emotionally well supported by engaged and attentive staff.

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

The manager and committee have a clear understanding of their responsibilities to safeguard children. Safeguarding is given significant attention and is a very high priority for all staff. Staff understand how to recognise possible signs of abuse and have undertaken recent in-house training to refresh their already good knowledge and skills in this area. The designated safeguarding representative is supported by a deputy safeguarding officer to ensure children are safe when attending the setting. Effective procedures are consistently implemented to promote a safe environment for children to play and learn. For example, risk assessments identify and minimise hazards, daily checks address ongoing safety and staff are well deployed to promote effective supervision throughout the day. Robust recruitment procedures are undertaken to verify staff suitability to work with children. Consequently, children play and learn in a safe environment.

The management team are driven and motivated to improve the overall quality of the setting. They have worked hard over recent months to make necessary improvements to practice, and all actions identified at the previous inspection have been successfully addressed. A thorough and precise action plan identifies weaknesses of the setting and priorities to improve. Self-evaluation procedures are effective and consider the views of children, parents, staff and local authority advisers. Subsequently, the action plan and identified actions are relevant to those accessing the service. Staff work well together as a

team and share a common drive for excellence. As a result, staff strive to make improvements and provide high quality care and learning experiences. Management and committee members undertake peer observations of practice to monitor the quality of teaching and learning and the impact on children. Peer observations sufficiently identify sharp targets for individuals and encourage staff to share good practice, raising standards. However, although peer observations and monitoring are effective, they are not frequent enough to maximise the impact of this positive monitoring tool.

Partnerships with parents, local schools and external agencies are strong. Speech and language therapists visit the setting and offer support to children and staff, ensuring that all children reach their full potential and make good progress in relation to starting points. Local authority advisers visit the setting regularly to offer support and advice, providing guidance to develop and improve practice. Parents spoken to at the time of inspection expressed praise for the commitment that the staff, the committee members and the management give to ensure the service is welcoming and children make good progress. Overall, this is a friendly and warm setting where staff are passionate and committed to support all children in their care.

## 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

<b>Unique reference number</b>	315992
<b>Local authority</b>	Bolton
<b>Inspection number</b>	984569
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Egerton and Walmsley Pre-School Committee
<b>Date of previous inspection</b>	17/07/2014
<b>Telephone number</b>	07817 405 288 and 07791 767 259

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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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