

Murdishaw West Pre-School Playgroup



Murdishaw West Cp School, Barnfield Avenue, Murdishaw, Runcorn, Cheshire, WA7 6EP

Inspection date

26 November 2015

Previous inspection date

15 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not obtain information about what children already know and can do upon entry to sufficiently plan and challenge their learning.
- Managers have begun to monitor the progress of individual children, but have not yet used the information to further identify where they require more support and the progress of different groups.
- Some staff do not provide children with opportunities to talk and learn about each other's families and experiences.

It has the following strengths

- Staff are good role models for children, and their behaviour is managed positively and consistently. Children share, take turns and are developing good social skills.
- Children are confident and motivated to learn within their environment as they know where to find their favourite toys. Children access the resources independently and make their own choices to enhance and direct their own play.
- The manager and newly recruited deputy manager have a strong commitment to improving the quality of the setting and outcomes for children. Areas for improvement have been identified and clear action plans are in place. They have taken positive steps to address all previous actions and recommendations since the last inspection.

What the setting needs to do to improve further

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

- embed new systems for monitoring assessments and analyse the information gained, to help identify any support that may be needed for children's individual learning or for specific groups of children
- provide opportunities for all children to learn about things that make them unique and about similarities and differences to help develop their understanding of people, family life and the wider world
- obtain information about what children can already do when they first start, so that planned activities challenge them and promote their learning.

Inspection activities

- The inspector held a meeting with the management team, the early years consultancy teacher and spoke to staff throughout the inspection.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector looked at children's learning journeys and assessment documentation.
- The inspector spoke to parents and their views were taken into account.
- The inspector conducted a joint observation with the deputy manager.
- The inspector checked action plans and discussed how the views of children, staff and parents are gathered.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff demonstrate a secure knowledge of the procedures to follow in the event of a concern about a child in their care. Staff have attended a wide range of training to update their skills and knowledge since the last inspection. Furthermore, new systems for monitoring the quality of the provision and observing staff practice have been introduced. This has helped the managers address staff under performance and identify training needs. However, although a system for managers to monitor children's assessments has been introduced it is still in the early stages. The information gathered is not yet analysed to identify any gaps in children's learning or to identify variations in the progress of different groups. The managers have welcomed continual support from other early years professionals. This has contributed to the improvements that have been made in children's development and the rising quality of the setting.

Quality of teaching, learning and assessment requires improvement

Staff complete regular observations of children and new planning systems are in place. This helps staff to plan activities which build on children's existing skills and knowledge. Overall, this helps prepare children for the next stage in their learning or for school. However, when children start, information gathered from parents does not involve where children are in their development. This results in children not being challenged in their learning as soon as they start. Parent meetings have been introduced to discuss children's progress and learning at home. The quality of teaching is improving. Staff give children the opportunity to extend their thinking and communication skills. They engage in constant discussions with children, use effective questioning techniques and introduce new vocabulary to younger children.

Personal development, behaviour and welfare require improvement

Children form good relationships with staff and they are responsive to children's needs. This helps children form secure attachments and successfully promotes their emotional well-being. Children visit places within their local community, such as the local shops and take nature walks in the area. These outings build on children's physical skills, helps to keep them active and develops their knowledge of the community they live in. However, some staff do not provide children with effective opportunities to generate discussions about their family or to develop their understanding of people's similarities and differences and the wider world.

Outcomes for children require improvement

Most children are making progress typical for their age and, generally, they are prepared for the next stage in learning or the move to school. However, because their achievements are not tracked from the very start of their placement, it is not possible to determine how much of this progress is due to their attendance at the pre-school.

Setting details

Unique reference number	303477
Local authority	Halton
Inspection number	1017931
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	34
Name of provider	Murdishaw West Pre-School Playgroup Committee
Date of previous inspection	15 June 2015
Telephone number	01928751753

Murdishaw West Pre-School Playgroup was registered in 1993 and is in the Runcorn area. The pre-school employs six members of childcare staff, four of whom hold early years qualifications at level 3 and two at level 2. The pre-school opens Monday to Friday from 8.30am to 11.30am and from 12.30pm to 3.30pm, during school term times. The pre-school provides funded early education for two-, three- and four-year-old children.

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