

# Bebington Pre-School Playgroup

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



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 23 January 2018 |
| Previous inspection date | 20 October 2014 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Managers closely monitor the progress of individual children. Staff have strong partnerships with other early years providers and external agencies. This helps them to make interventions in children's learning as required. Over time, staff ensure that any gaps in children's development are narrowing, and that learning outcomes improve.
- The quality of staff interactions with children is very good. They skilfully encourage children to be confident communicators. Children can hold conversations, maintain eye contact while they are talking to others, and follow simple instructions.
- Staff teach children well about their local community and the different cultures of families using the pre-school. For example, children learn about the Chinese culture through dressing up in Chinese clothes, learning about Chinese food and learning how to eat with chopsticks.
- Children have a strong bond with their key person. Staff promote children's emotional well-being extremely well.

### It is not yet outstanding because:

- The monitoring of staff performance is not stringent enough, to help managers identify and implement effective strategies to raise the quality of teaching even further.
- Staff do not gather enough information from parents prior to children starting at the pre-school, to support children's rapid learning and development from the outset.
- Sometimes, staff do not use what they know about how individual children learn, to support them well enough during group times.

## What the setting needs to do to improve further

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

- strengthen the monitoring and development of staff teaching practice
- encourage parents to share more detailed information about children's starting points
- review the planning of group times, to more precisely incorporate children's individual learning styles into activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection, viewed their written feedback and took account of their views.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

Self-evaluation is good. The manager uses the views of others, such as parents, to help identify ways to maintain good standards of practice. For example, staff have used parent feedback to improve the information sharing about children's daily activities. The manager supports staff to enhance their knowledge and skills further, such as increasing their level of qualifications. This has a positive impact on children's outcomes. For example, staff have used ideas from their studies to help create a calm lunchtime routine that promotes children's communication, social and independence skills. Safeguarding is effective. Staff minimise risks in the pre-school, such as preventing children from playing in areas outdoors that are extremely slippery. Recruitment procedures are robust. Staff are knowledgeable about the child protection policies, and they know how to report concerns about children's welfare.

### Quality of teaching, learning and assessment is good

The activities that staff provide are stimulating and teach children the skills they need for the next stage in their learning, including school. For example, older children enjoy looking into mirrors and drawing their own face. Staff teach them mathematical, design and literacy skills. They support them to hold a pencil correctly, recognise colours, count objects and name shapes. Staff adapt their teaching well to support children who have special educational needs and/or disabilities, and children who speak English as an additional language. For example, they teach children words in English and their home language. Staff use positional language successfully, such as 'under' and 'behind', to promote children's good progress in their communication and language development.

### Personal development, behaviour and welfare are good

Children's behaviour is good. Staff teach children rules and the consequences of their actions to help them understand how to behave around others. The arrangements to support children to move on to school are strong. Staff have good relationships with teachers at the host school. They work together to help children become familiar with the school building, teachers and the routine of the school day. Staff help children to learn about potential hazards. For instance, they explain why they should not walk around the pre-school holding a pencil, in case they harm others. Staff are passionate about teaching children the importance of being healthy. Each day they lead group sessions, during which they teach children different ways to keep fit, such as doing sit-ups.

### Outcomes for children are good

All children make good progress. They have good technology skills and can operate a simple computer program. Children are expressive and have a strong interest in books, as they develop good early reading skills. They act out stories using props and take on different roles in their play. Children enjoy exploring outdoors. They learn about the world and living things, as they dig in the ground and find creatures, such as worms.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY302164  |
| <b>Local authority</b>                           | Wirral  |
| <b>Inspection number</b>                         | 1104318   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 32  |
| <b>Name of registered person</b>                 | Bebington Playmobile Playgroup Committee  |
| <b>Registered person unique reference number</b> | RP910044  |
| <b>Date of previous inspection</b>               | 20 October 2014   |
| <b>Telephone number</b>                          | 0151 334 4607   |

Bebington Pre-School Playgroup registered in 2005. The pre-school opens from Monday to Friday, from 9am to 3.30pm, during term time only. There are six members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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