

See-Saw Pre-School Playgroup

St. Josephs RC Primary School, Moreton Road, WIRRAL, Merseyside CH49
6LL



Inspection date	11 October 2018
Previous inspection date	9 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Partnerships with parents, other professionals and schools are strong. Staff work closely to share information about children's care and learning. This provides effective continuity for children, including those who have special educational needs and/or disabilities.
- Children have plenty of opportunities to develop their learning in the outdoor environment. Children make confident choices about their play and learning, especially those who prefer to learn outdoors. Children are active and make good progress in physical development.
- Children have very secure attachments with staff and their behaviour is very good. They learn from staff, who are very good role models. Staff support children's behaviour in a positive and sensitive way. Staff have high expectations of all children and help them to understand rules and boundaries.
- The manager works well with her staff to continuously improve their service to families. They seek feedback from children and parents to aid this process.

It is not yet outstanding because:

- Staff do not always consider the impact of background noise on children's ability to take part in quieter activities.
- Staff do not provide enough opportunities for children to use information technology as part of the educational programmes.

What the setting needs to do to improve further

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

- focus more precisely on the impact of background noise, to help children who find this distracting to become more involved in activities which will maximise their learning
- extend the opportunities for children to use information technology as part of the educational programmes.

Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke with some parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.

Inspector
Alison Hobbs

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of how to keep children safe. They are clear about the procedures to follow should they have concerns about a child's welfare. Staff complete regular risk assessments to ensure the playgroup is safe and security arrangements are robust. Staff encourage children to recognise dangers and help keep the environment safe. For example, staff talk about safety as they check the garden with children before accessing the space. Good systems are in place to monitor staff practice. For example, staff receive support through supervision meetings and observations of their practice. The manager is committed to helping staff extend their skills and knowledge. Staff embrace training opportunities and these have a positive impact on practice. Recent training has helped staff to provide more opportunities for children to be creative.

Quality of teaching, learning and assessment is good

Teaching is good. Staff model mathematical concepts and language well. For instance, they discuss numbers and quantity with children. They also ask questions and encourage children to predict if a number or quantity is bigger or smaller. Staff interact with children at their level and use a good range of strategies to help them learn. For example, as they make play dough with children, staff show them how to mix colours and introduce descriptive language to describe the sensory experience. The manager and the staff team track the progress of individuals and groups of children. They ensure that any gaps in children's learning are recognised and addressed swiftly through planning.

Personal development, behaviour and welfare are good

Staff work with parents to gather information about children's interests and what they can already do, when they start at the playgroup. Parents are also encouraged to share information from home, which is included in children's learning journals. Mealtimes are highly social occasions. Staff support children to develop good, healthy lifestyles. For instance, staff encourage parents to provide healthy packed lunches. Staff provide a good range of opportunities for children to learn about the similarities and differences between people and communities. For instance, children take part in a wide range of community events and benefit from strong relationships with the host school.

Outcomes for children are good

Children are well prepared for their eventual move on to school. This is because of the very good transition arrangements and the strong relationships with the local schools and other settings that children attend. Children are motivated and eager to learn. They are curious about new people and keen to investigate new experiences. For instance, children delight as they explore the bug hotel and take part in a nature hunt. Children are self-assured and have good levels of independence. For example, they dress themselves for outdoor play, wash their hands and pour drinks at snack times.

Setting details

Unique reference number	306483
Local authority	Wirral
Inspection number	10066916
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	25
Number of children on roll	27
Name of registered person	See-Saw Pre-School Playgroup Committee
Registered person unique reference number	RP518769
Date of previous inspection	9 December 2015
Telephone number	0151 677 7900

See-Saw Pre-School Playgroup registered in 1983. The playgroup employs five members of childcare staff. Of these, one holds early years practitioner status and four hold appropriate early years qualifications at level 2 or above. The playgroup opens Monday to Friday, during term time. Sessions are from 8.45am until 3.30pm. The playgroup provides funded early education for three- and four-year-old children.

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