

# Egerton & Walmsley Playgroup/Pre-School

The Parish Hall, Blackburn Road, Egerton, Bolton BL7 9SA



## Inspection date

29 October 2018

Previous inspection date

6 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Staff provide consistent boundaries and act as positive role models. Children learn that their views, and those of others, should be valued. As a result, children are well behaved, polite and eager to learn.
- Partnership with parents is strong. Parents say that they are well informed about their children's progress and talk fondly about the warm and attentive care their children receive.
- Staff frequently make observations of children at play and skilfully use these to identify where children are making progress. Staff are able to recognise quickly areas where children's development may be of concern and make prompt referrals to appropriate services. This means that any gaps in development close quickly.
- Staff and leaders have built good links with external agencies which they use to evaluate the quality of service they provide. For example, they seek feedback from the local schools about the progress of children who have moved on from pre-school. This helps managers to identify any strengths or areas for development in teaching and ultimately outcomes for children.

### It is not yet outstanding because:

- Managers have started to track the progress made by some groups of children. However, they have not been able to use the information to evaluate the progress of different groups of children, such as the progress of boys and girls.
- Although managers have implemented a well-structured system of staff supervision to monitor performance and promote improvements in the quality of teaching, the system is in its infancy and requires a sustained period of commitment to ensure continual improvements.

## What the setting needs to do to improve further

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

- embed the system of staff supervision and performance monitoring to promote consistent improvements in the quality of teaching and the professional development of staff
- strengthen systems for monitoring the progress made by different groups of children.

### Inspection activities

- The inspector had a tour of the playgroup/pre-school and observed children during play.
- The inspector conducted a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and those who had provided written feedback.
- The inspector viewed a range of documentation, including nursery policies, staff files and records of children's progress.
- The inspector spoke with staff and managers about safeguarding, key children and planning.

### Inspector

Joanne Wildman

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Since the previous inspection, all staff, including managers, have undertaken additional child protection training. As a result, they are able to confidently recognise potential indicators of abuse and refer to the appropriate agencies when required. Those responsible for recruitment of staff have robust systems for ensuring their suitability. Leaders have worked closely with the local authority to devise effective action plans and have accurately prioritised areas for improvement. Staff are acutely aware of their responsibility to keep children safe. They conduct thorough risk assessments which effectively identify and minimise possible hazards. Staff are encouraged to share ideas for improvements with managers and identify relevant training opportunities during their supervision. Managers have not been able to use information gathered to track progress made by different groups of children. Despite this, all children are making good progress.

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

The quality of teaching and assessment is good. Staff complete accurate assessments of children's development, including progress checks for two-year-old children. Staff in the pre-school room skilfully use a variety of questioning techniques to encourage children to express their ideas and develop their communication skills. For example, children are encouraged to talk about what they are feeling, smelling and seeing as they scrape out the insides of pumpkins during an activity. Two-year-olds are developing early mathematics skills as they use utensils to pour sand and water into containers of differing sizes and shapes. Staff know their key children well. They use this knowledge to plan activities according to children's interests. As a result, children are captivated in activities that are planned with them in mind.

### Personal development, behaviour and welfare are good

The effective key-person system enables staff to develop positive relationships with parents and strong bonds with children. Staff help to develop children's self-esteem by celebrating and giving praise when they do something well. Children are learning healthy routines as they are encouraged to wash their hands before eating. Children show that they feel secure at the provision by moving freely around the rooms and selecting their own resources. Children are learning about healthy diets as they share a variety of fruit and vegetables at snack time. Parents say that they notice a definite improvement in their children's confidence as a result of their attendance at this provision.

### Outcomes for children are good

Children are developing a good range of skills they require for the next stage in their learning. Staff enthusiastically read stories to children at 'story time' during each session and children listen intently. This helps children to develop a love of books from an early age. Children with special educational needs and/or disabilities are well supported to join in with activities alongside their peers. Consequently, all children are making good progress from their starting points. Staff support children's emotional well-being by arranging for children to meet with their new teachers before they start school.

## Setting details

<b>Unique reference number</b>	315992
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10080432
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Egerton & Walmsley Playgroup/Pre-School Committee
<b>Registered person unique reference number</b>	RP518324
<b>Date of previous inspection</b>	6 June 2018
<b>Telephone number</b>	07791767259

Egerton & Walmsley Playgroup/Pre-School registered in 1967 and is situated in Egerton, Bolton. It is managed by a committee. The setting employs 11 members of childcare staff. Of these, one member of staff holds qualified teacher status and nine members of staff hold an appropriate qualification at level 3. The setting opens each weekday from 9.15am until 11.45am and from 12.45pm until 3.15pm. The setting also offers a lunch club from 11.45am until 12.45pm each day. The setting provides funded early education for three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

