

Inspection of Bebington Pre-School Playgroup

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

Inspection date:

26 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Staff in this pre-school are nurturing. This helps children to settle quickly. Staff support children with their emotional well-being. Therefore, children are happy and demonstrate that they feel safe. Staff ensure that children have access to a range of dedicated outdoor spaces, that supports their physical development in all weathers. Staff are sensitive and kind to children and have established positive relationships with them. For example, when children are not feeling well, they are comforted with cuddles and soothing words. This helps children to feel comfortable and secure.

Staff take children on regular outings, such as to the farm and zoo. This helps children to have a range of experiences, which broadens their learning. Staff have high expectations of children's learning, which helps lead to rapid progress in their development. Staff are highly engaging when they read to children. For example, children listen intently to 'Goldilocks and the Three Bears'. They are eager to hear what happens next. This helps to develop children's literacy skills.

Staff deliver a curriculum that meets children's individual needs, developing their knowledge and skills. Staff know children very well, which helps them to adapt learning to meet their needs. On the whole, children behave well. They listen to instructions and follow them eagerly. Staff support children with their developing communication and language. They repeat unclear words back to children, extend sentences and introduce a range of new vocabulary. Children enjoy taking home reading books to share with their families. They are confident and eager to share their thoughts.

What does the early years setting do well and what does it need to do better?

- Leaders have a well-planned curriculum in place. This means children make good progress in their learning. High-quality support from staff is targeted to children's individual needs and staff know how to extend children's learning further. For example, during a mathematics activity, some children sort bears by colour and size while others match numeral to quantity. This helps to ensure children make the progress they are capable of.
- Staff teach children about the behaviour they expect in the pre-school. Children are beginning to understand that their actions can have an impact on others. However, at times children do not show the behaviour that is expected of them while playing. For example, children take toys from their friends. Although staff have systems in place to support children, these are not fully embedded.
- Children show good independence skills. For example, they collect their own coats and zip them up. Children manage their packed lunches with little help needed. Staff encourage children to give things a go themselves before helping.

This allows children to learn to do things for themselves and to feel a sense of pride and accomplishment.

- Detailed information is gathered from parents when children start at the pre-school and meetings are held with parents to talk about children's needs. Parents are happy with the provision and praise the caring staff and the progress children make.
- Children are able to focus on their learning intently for extended periods of time. For example, children find a hedgehog in the garden. They then develop their fine motor skills as they make their own hedgehog with dough and sticks. This focus helps children to develop their skills rapidly.
- There is a strong sense of collaboration between the setting and home. The pre-school provide a range of information, advice and guidance to parents on a range of topics to support children's development. For example, advice about behaviour and use of dummies, as well as healthy packed lunches. Children's achievements at home are celebrated on a 'wow wall'. This helps to make learning consistent between the pre-school and home.
- The long standing manager is reflective and adapts the setting to meet the needs of children and families. For example, she has changed the daily routine and the way the space is used to cater for different numbers of children. Staff take part in a variety of training to develop their own knowledge and skills. This means that the setting is always improving.
- The provider has failed to correctly notify Ofsted of a change in committee members and to the nominated individual. However, the provider has taken steps to ensure the suitability of committee members. This means that there is no impact on children's safety and welfare. The provider has taken swift action to address these issues.

Safeguarding

The arrangements for safeguarding are effective.

All staff know and understand how to keep children safe from harm. They know what signs to be alert to and what to do if they have any concerns about the welfare of children. Staff risk assess the pre-school appropriately and take steps to help keep children safe. For example, adapting the space provided for children to ride on bicycles, allowing a safe space for children to take part in other activities. There is a strong focus on health and hygiene and children understand the importance of washing their hands regularly.

What does the setting need to do to improve?

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

- continue to support children to learn the pre-school rules and understand how their behaviour impacts others.

Setting details

Unique reference number	EY302164
Local authority	Wirral
Inspection number	10301470
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	17
Name of registered person	Bebington Playmobile Playgroup Committee
Registered person unique reference number	RP910044
Telephone number	0151 334 4607
Date of previous inspection	23 January 2018

Information about this early years setting

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 three members of childcare staff. Two hold an appropriate early years qualification at level 3 and one at level 5. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the pre-school and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the manager.

We carried out this inspection 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.

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