

# Belgrave Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number** 304974  
**Inspection date** 11/12/2009  
**Inspector** Sarah Quinn

**Setting address** 55-57 Five Ashes Road, Chester, Cheshire, CH4 7QS

**Telephone number** 01244 671 243

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Belgrave Pre-School Playgroup is run by a committee of parents and is registered on the Early Years Register. It opened in 1973 and operates from Westminster Park Community Centre which is part of Belgrave Primary School on the outskirts of Chester. A maximum of 24 children aged two to five years may attend each session at any one time. The pre-school is open each weekday from 9.15am to 11.45am with a lunch club available every day except Monday from 11.45am to 12.45pm. The group operates during term times only. There is access to a secure enclosed outdoor play area. There are currently 19 children on roll who are within the Early Years Foundation Stage. Of these, three receive funding for early education. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs five staff. All staff, including the manager, hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children are welcomed into a warm and safe environment where their individual needs are well catered for. Formal self-evaluation processes are in their early stages but the setting demonstrates a good capacity for further improvement because the staff communicate well to evaluate and improve what is on offer. Links with local agencies are not fully established to enable the setting to access full support and information. However, children do make good progress in their learning and development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop the use of self-evaluation to involve children and parents in identifying the setting's strengths and priorities for the future
- ensure there are regular opportunities for children to develop their information and communication technology skills
- establish links with other agencies to support future improvements for the benefit of the children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

Children are well safeguarded and the leadership and management team ensure that all staff are vetted and suitable for their post. They access safeguarding training to enable them to recognise the signs and symptoms of abuse and understand the process to follow if they are concerned. The manager and staff regularly evaluate the provision on an informal basis and consequently make

improvements for the benefit of the children. For example, they continually review the use of the community building to ensure that it meets the needs of all the children attending. However, the formal process of self-evaluation is in its early stages and does not yet include the input of parents and children. The links with local agency support have not been re-established since the summer term and as a consequence, the setting are not benefiting from the input of an expert team.

Parents are valued and their input into their children's learning and development is important to staff. They offer regular opportunities for parents to contribute to the planning with ideas and suggestions. The setting links well with the school and transition is carefully managed with visits from the teacher and visits to the 'big school'. Children with special educational needs and/or disabilities and children who speak English as an additional language are well supported by a knowledgeable special educational needs coordinator, and by caring staff. The setting's commitment to equal opportunities and inclusion ensures that all children make progress and access the activities well. A range of policies and procedures, including a positive equality and diversity policy, support the good practice of the setting.

## **The quality and standards of the early years provision and outcomes for children**

Children happily enter the setting and leave their carers with ease. They run straight to their favourite activity such as role play, sand, shaving foam or mark-making, before sitting together for a chat and to talk about the frosty day. Children have a lovely time playing with the shaving foam and describe it as sticky as they clap their hands together to watch it float in the air. They then enjoy a walk outside where they write their names in the frost. Staff introduce new vocabulary to the children as they walk and their interactions encourage the children to solve problems and think about what they enjoy and do not like. Children develop good skills for the future as they write, play games, and use the large abacus, with adult support. However, there are limited opportunities for children to develop their information and communication technology skills on a daily basis. Planning is personalised, identifies the next steps in each child's learning and links to the Early Years Foundation Stage. A good record is kept of their achievements and interests through a variety of observations and this is passed on to the parents as the children leave the setting. The organisation of the environment and resources appropriately supports children to become independent learners and develop confidence. Children are healthy as they regularly enjoy outdoor and indoor physical play activities. They sit together and chat as they eat their cereal with milk. Snack time is a social occasion where manners are encouraged and staff talk about the activities of the day. Children obviously feel safe as they play with the staff, hold their hands and have cuddles. The setting is secure and staff offer very good supervision. Children play well together, share and cooperate as they set up their own role play and play with jigsaws together. They learn about the wider world through stories and songs and are encouraged to take pride in their setting as they help to tidy up.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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