

# CADWA Playgroup

Cadwa Hall, Bowland Avenue, Liverpool, Merseyside, L16 1JP



<b>Inspection date</b>	15 December 2017
Previous inspection date	15 September 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

- Staff know children well and have a good understanding of how they learn. This helps children to make good progress and prepare for their next stage in learning, including the move on to school.
- Partnerships with parents are given high priority. Parents attend pre-school progress reviews. They are given regular updates about their child's development and feel that they are involved in all aspects of the pre-school.
- Managers make regular and accurate evaluations of the pre-school each term and strive to make ongoing improvements.
- Children's communication skills are promoted well through the daily routine. For example, they confidently sing a selection of songs from memory.
- The key-person system is well embedded. This promotes children's well-being and helps them to feel secure.

### It is not yet outstanding because:

- Occasionally, staff do not give children enough time to respond to questions, solve problems or think for themselves about what they have been asked to do.
- The provider is not yet fully aware of all matters that need to be notified to Ofsted.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- develop knowledge and understanding of matters which must be notified to Ofsted. 05/01/2018

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

- make the most of opportunities for children to think through things for themselves, respond to questions and develop ideas or solve simple problems.

## Inspection activities

- The inspector spoke to some parents to take their views into account.
- The inspector completed a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held a leadership and management meeting with the provider and manager.
- The inspector observed the quality of teaching and the impact it has on children's learning.

## Inspector

Kayte Farrell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have completed safeguarding training and understand the procedures to follow if they have concerns about a child's welfare or the behaviour of a staff member. Recruitment procedures are effective. The performance of staff is monitored through regular observation and supervision by the manager. Feedback is constructively given to help to develop teaching skills. Staff make good use of additional training to help to support children who have special educational needs and/or disabilities. The manager monitors children's development effectively through data collection and swiftly addresses any gaps in learning. The provider failed to inform Ofsted of a change in the opening hours of the pre-school. This does not have any impact on children.

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

Staff promote children's communication and literacy skills very well. For example, at story time children independently talk about how the book they are reading has a title, a blurb and an overview on the back. Furthermore, children confidently talk through the steps of how a frozen lake is formed. Staff extend children's mathematical development in a variety of ways. For example, they encourage them to count each other and compare how many girls and boys there are, then predict how much milk is needed for everybody. Staff use information from parents to identify what children can do on entry. This helps staff to plan appropriate activities to support learning and development.

### Personal development, behaviour and welfare are good

The pre-school is a calm environment and children behave well and engage readily in the activities on offer. Children follow the daily routine well and know what is happening next. For example, they confidently sing the 'tidy up song' as they put away the equipment before washing their hands for snack time. Staff are caring and nurturing, creating positive attachments with children. New children settle quickly and form strong bonds with key people. Children are encouraged to develop their independence throughout the day. For example, they learn to put on their own coat, self-serve their snack and use the water dispenser. Parents speak very highly of the pre-school. They describe the pre-school as a home-from-home environment.

### Outcomes for children are good

Children develop good social skills as they form friendships and play alongside each other. Older children begin to develop their understanding of the world as they negotiate which season it is by describing the current weather. Children develop their confidence with unfamiliar people. For example, they take part in a festive carol concert for parents and grandparents. Most children are working comfortably within the age range typical for their age and gain the key skills needed for school. Children learn about turn taking while sharing the equipment used to manipulate the play dough. Children express a keen interest in listening to stories and are able to concentrate for a good period of time.

## Setting details

<b>Unique reference number</b>	322466
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1103752
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Chelwood + District Welfare Association
<b>Registered person unique reference number</b>	RP524898
<b>Date of previous inspection</b>	15 September 2014
<b>Telephone number</b>	0151 722 6425

CADWA Playgroup registered in 1995 and is managed by a voluntary committee. The pre-school employs four members of childcare staff who work directly with children. Of these, one holds an appropriate early years qualification at level 4, two at level 3 and one at level 2. The pre-school opens Monday to Friday, during term time. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. The pre-school 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.

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