

# Plus Club Pre School Playgroup

Heswall Primary School, 67 Whitfield Lane, WIRRAL, Merseyside CH60  
7SD



<b>Inspection date</b>	14 February 2019
Previous inspection date	2 July 2015

<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 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

- The manager works closely with her team to make sure high standards are consistently maintained. Staff are very attentive, friendly and reassuring, which has a positive effect on children's emotional security.
- Strong partnerships with parents contribute to the good progress children make. Parents describe the pre-school as fantastic. They say, 'The passion and dedication of the staff shines through daily'.
- Teaching is good. Staff promote children's communication and language skills particularly well. They are natural communicators, as they pose challenging questions and provide clear explanations to help children understand.
- Staff ensure snack-time routines are calm, unhurried and well organised. Children are fully involved in helping with tasks and they engage in meaningful conversations. This promotes their social and communication skills particularly well.
- The special educational needs coordinator does not focus sharply enough on seeking timely interventions to help children with special educational needs and or/disabilities achieve as much as they can.
- Staff do not consistently provide opportunities for children to hear and practise using letters and sounds. This does not fully support children to make the best possible progress in their early literacy.

## What the setting needs to do to improve further

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

- extend the role of the special educational needs coordinator further to help swiftly identify and implement any necessary interventions, so that children with identified needs make the best possible progress
- increase opportunities for children to understand and practise using letters and sounds to expand their early literacy skills.

### Inspection activities

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

**Inspector**  
Jan Linsdell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff are secure in their knowledge of how to protect children from harm. They know the procedures to follow should they have any concerns about children or adults. Teamwork is strong. Staff reflect on their practice together and use feedback from parents to help them to consider areas to improve. The manager uses personal development plans to monitor staff performance. Staff access a range of online courses to support their ongoing professional development. The manager uses effective systems to monitor children's progress, overall. Staff have close links with teachers from the host school. This enables a smooth transition when children are ready to move on to school.

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

Staff are well qualified and experienced. They show skilful teaching and they make learning fun. This has a positive effect on the quality of children's experiences. For example, staff are good at pretending not to know things. This encourages children to tell them what to do and how to do it. Staff closely observe and assess children's skills. They listen well to children and engage them in interesting conversations as they play. Staff give children time to play independently, without adult intervention. This enables children to learn how to interact and cooperate with one another. Staff involve parents well in children's learning. They provide a wide variety of 'home resources' that parents can use to further support children's learning at home. Children enjoy their learning and engage well in the good range of activities on offer.

### Personal development, behaviour and welfare are good

Staff create a safe and nurturing environment for children. They model respectful behaviour and remind children to be kind to others. Children are reminded to use good manners at mealtimes through songs. Staff offer plenty of praise and encouragement, which helps to build children's confidence. Children show they have strong emotional attachments to staff. One example of this is when children sit very close to staff and cuddle their arm as they read a story. Staff give high priority to promoting children's health and well-being. For example, they enable children to spend long periods of time playing outside, where they enjoy a wide range of learning experiences. They also incorporate time to dim the lights and play soft music, so that children can stop, relax and meditate.

### Outcomes for children are good

Children flourish and make good progress from their individual starting points. They have very good opportunities to develop their independence because staff show patience and give them plenty of time to try things for themselves. Children show their interest and contentment as they happily sing to themselves when they complete jigsaws. They practise their early writing skills when they chalk on the blackboard. Children show an understanding of number and shape. For instance, they hold two pieces of apple together and tell staff they have made a circle.

## Setting details

<b>Unique reference number</b>	EY407204
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10066926
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Plus Club Pre School Playgroup Partnership
<b>Registered person unique reference number</b>	RP529610
<b>Date of previous inspection</b>	2 July 2015
<b>Telephone number</b>	07812656933

Plus Club Pre School Playgroup registered in 2010. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one member of staff holds level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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