

# Ashton Early Years Playgroup Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	322920
<b>Inspection date</b>	13/10/2011
<b>Inspector</b>	Joanne Law
<b>Setting address</b>	Captains Lane Youth and Community Centre, Captains Lane, Ashton-in-Makerfield, Wigan, Lancashire, WN4 8PG
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Ashton Early Years Playgroup Pre-School is owned and managed by a private provider. It opened in 1999 and operates from one large room in a community centre close to the centre of Ashton in Makerfield.

A maximum of 32 children may attend the setting at any one time. The group is open five days a week during term time from 8.45am to 11.45am. There are currently 26 children on roll.

The setting employs four members of staff, including the manager, who work directly with the children, three of whom hold an early years qualification. The setting receives support from the local early years team.

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

Overall the quality of the provision is good.

The children enjoy their time in a welcoming and stimulating environment because it is well organised with defined areas. Children's unique needs are well met and they make good progress in their learning and development. Documentation to ensure the safety and welfare of children is in place. The manager has made good progress to develop her service since her last inspection and demonstrates the capacity to maintain continuous improvement. Good partnerships with parents, the local school and other agencies are developed to ensure that the needs of all children are met.

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

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

- develop outside area to enable children to access outdoors on a daily basis to maximise their learning
- obtain an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately, which is in line with Local Safeguarding Children Board guidance and procedures
- ensure provision is made for children who wish to relax, play quietly or sleep.

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

Robust employment and vetting procedures ensure all staff working with children are suitable. Additionally, staff benefit from induction programmes and appraisals. Risk assessments, checklists and staff practice help to ensure good standards of health and safety are maintained.

Children are safeguarded and well protected because the staff have appropriate

knowledge about local safeguarding policies, and effective procedures are in place; however, this knowledge is not up to date. Staff are aware of the possible indicators of abuse and know what actions to take if they have any concerns about a child in their care, including what to do if an allegation is made against a member of staff.

The staff have a good knowledge of the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised and accessible to the children. For example, children choose their own resources, enabling them to thrive and make good progress in their development. However, there is no opportunity for children to have quiet time. The setting is a welcoming environment, providing the children with varied and imaginative resources and equipment that are well maintained. Toys and resources are arranged to enable children to access them independently. Resources are available that promote positive images of diversity and enhance children's awareness of the wider world. An effective equal opportunities policy is regularly reviewed and implemented by staff to support all children. This ensures that the individual needs of all children are met and they are included fully.

The manager is aware of her strengths and weaknesses. She considers ways to improve her provision for the children. She has addressed previous recommendations promptly and effectively. For example, more opportunities are on offer to physically challenge the children, such as, climbing frames, slides, games and music and movement, which all promote physical development. The setting forms close working relationships with parents and carers, and this is reflected in their positive feedback about the service. The setting and parents share important information about their child's starting points and ongoing progress. The setting is also taking part in schemes such as 'Every Child a Talker' and 'Firm Foundations', both of which promote partnership with parents and continuity of children's learning and development. The setting promotes good communication with parents and has established a good two-way flow of information to ensure they meet children's individual requirements. Staff speak to parents at the end of the session to share information about how the children have spent their time. The setting has developed a good relationship with the local school and works in partnership with others to improve outcomes for children. The setting demonstrates a commitment and enthusiasm to update knowledge, skills and practice to benefit the children who attend.

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

Children are making good progress in their learning and development because the staff have a good understanding of how children learn through play. Children enjoy an interesting range of activities which have clear links to the areas of learning in the Early Years Foundation Stage. A systematic way of recording observations is in place; these are then used to inform planning to meet children's individual needs and interests. Children settle well in familiar surroundings where the staff are sensitive to their needs and interests. Children demonstrate their independence as they move around the area selecting different toys and resources to play with. The

appropriate organisation of equipment and toys enables children to use the resources well and follow their curiosity as learners. There are low-level trays to access creative materials, tables and floor space. Children develop an understanding of mathematical concepts through daily routines and play, for example, counting during rhyme time with visual prompts and during a game of basketball. The environment is rich in print, and numbers and written words are used around the room, enabling children to learn about them and that they have a purposeful meaning. Children's language development is well supported by the staff through positive interaction. Children play well together and sing about their achievements, such as who has made the tallest tower. They are able to rest in the book area where cushions and rugs are provided. However, the area is noisy, which hinders children's ability to rest or read quietly. A computer and laptop are available to give children opportunities to acquire skills in operating equipment.

Through everyday routines, children are developing a good understanding of the importance of effective personal hygiene practices, for example, they wash their hands at appropriate times throughout the session. Through nutritious snacks, the children are developing a good understanding of making healthy choices. Overall, opportunities for children to be active are good; they frequently play physical activities, which supports healthy growth and physical development. They have equipment to access, such as bats, balls, ribbons and large-scale equipment that encourages children to climb. In addition, through painting, drawing and malleable activities the children are developing their dexterity and coordination skills. However, access to outside play is sometimes restricted due to the environment being unsuitable both during and following wet weather conditions. Children are learning to keep themselves safe through practical daily routines. Children practise evacuation procedures to further their understanding. Their behaviour is good and lots of praise is given for positive behaviour. As a result, they are developing good self-esteem and understand when they have done well.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

The quality of the provision in the Early Years Foundation Stage	2
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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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met