

Inspection of Mawdesley Pre-School Playgroup

Mawdesley Village Hall, Hurst Green, Mawdesley, Ormskirk, Lancashire L40 2QT

Inspection date: 17 January 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

This is a well-organised and exciting place for children to play and learn. Staff's commitment to ensuring children gain an interesting and lively learning experience is not diminished by the necessity to set up from scratch each session. Children arrive eagerly and set straight to play. The way activities are linked to their current interests, for instance, a vet's role play, truly captures their interest. Children play with superbly sustained concentration. They take on roles, learn to negotiate and share their ideas. They show care and concern as they 'bandage' the toy dog. Staff have vision for the steady extension of the play. For instance, once children have explored the toys and play materials, they add new sources of interest. For instance, calculators for the bills, telephones to take messages and pads to record appointments. This careful sequencing helps children sustain enthusiasm and broadens their understanding of the modern world. Children are developing the attitudes and skills that prepare them well for the next stages of their learning.

The staff small team works seamlessly together and greet children with warmth and interest. Children, in turn, are happy, confident and settled. The harmonious atmosphere, and polite and respectful ways staff interact with each other and the children, ensure that children demonstrate high-levels of self-control. Children are physically active, learn about good hygiene practices and are well behaved. They show a developing maturity in social situations. Staff support them effectively to learn about sharing and being kind to each other.

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

- Staff have a good insight into each child's specific needs and current interests. They plan activities that engage children, encourage them to keep trying and offer achievable challenge. For instance, they provide a selection of differently sized and textured dinosaurs to sort into groups. They offer various tongs and tweezers to assist the children to grasp and manoeuvre the figures. Children become absorbed and play with purpose and determination.
- Those parents who were able to speak with the inspector confirmed their high regard for the staff and satisfaction for the quality of service they provide for their children. Parents are greeted with friendly respect and say staff share good information about their children. They value the ideas staff offer to help them extend their child's learning at home. When opportunities arise, staff welcome parents to share some aspects of their home and working life. For instance, providing a milk churn and other objects to introduce children to where milk comes from and life on a farm.
- Children's love of books and interest in early reading are encouraged by staff, who use good intonation to engage children's attention and enjoyment. Books are readily available, and children eagerly join a group to listen to a story about

disruptive dinosaurs in a supermarket. Staff include chances for children to predict and discuss the right and wrong of the dinosaurs' actions.

- The manager is a well-qualified and experienced practitioner. Each day she discusses with staff ideas about the provision they provide for children. She undertakes meetings with them to discuss their professional development. The committee supports the manager and ensure she has chances to complete necessary training, such as safeguarding. However, while she reflects on her practice, there is less focus on further enhancing her pedagogical knowledge.
- High expectations from staff and invitations to help set up and tidy away for snack offer first-hand chances for children to attend to their own needs. They allow children to practise their mathematical concepts and boost their confidence as they master tasks, for example pouring their own drinks without spilling. Older children competently operate the taps when washing their hands. They follow the photograph, remembering to roll their sleeves up. These skills, along with the excellent behaviours and attitudes children are gaining, prepare them well as they approach starting school.
- Staff have a good awareness of many of the children's unique life experiences. For instance, they talk to children about new members of the family and how people live in different types of homes. However, there is not the same detail provided to help children explore other similarities and differences, for example of culture or lifestyle, more deeply.

Safeguarding

The arrangements for safeguarding are effective.

Staff check the premises and equipment each day before children arrive, promoting children's safety and well-being. Comprehensive policies are in place to safeguard children. Staff demonstrate that they are familiar with the signs and indicators of possible abuse. They are confident about who to contact to report concerns, and have sufficient awareness possible signs to recognise children at risk of being exposed to extreme views. Information is made available to parents about how to help children stay safe in digital environments.

What does the setting need to do to improve?

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

- strengthen the committee's understanding of its role and responsibilities, including the ways to support the manager to develop and review her own professional development needs
- support staff to gain an even deeper knowledge of each child's previous experiences, so they help children to understand and appreciate one another's differences and similarities.

Setting details

Unique reference number	309381
Local authority	Lancashire
Inspection number	10129247
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	21
Name of registered person	Mawdesley Pre-School Playgroup Committee
Registered person unique reference number	RP907827
Telephone number	07770 522 085
Date of previous inspection	6 November 2015

Information about this early years setting

Mawdesley Pre-School Playgroup registered in 1992. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3, 4 or 6. This includes the manager, who holds early years professional status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Frank Kelly

Inspection activities

- The manager/nominated person showed the inspector around the pre-school. She explained how the early years provision and the curriculum are organised. The inspector observed staff interactions with the children and evaluated the impact this has on children's learning.
- The inspector viewed a sample of the pre-school's documentation, including evidence of staff's suitability and training.
- The inspector held meetings with the manager/nominated person and conducted a joint observation with her.
- Staff spoke to the inspector about how they plan for children's learning and how they monitor children's progress.
- Parents kindly took the time to share their views with the inspector.

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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