

Inspection of Pulford Playgroup

Pulford Road, Bebington, Wirral, Merseyside CH63 2HN

Inspection date: 11 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this caring environment. They are greeted by positive, welcoming staff, who settle them quickly and engage them in activities. All children are engaged and their learning is extended through effective questioning. There are opportunities for children to choose what they want to play with, as well as work in small groups with an adult. For example, in one group, staff talk to children about their holidays and what mode of transport they travelled on. This encourages the children to talk about their experiences. Staff use these opportunities to extend children's communication and reinforce vocabulary.

Staff have high expectations for behaviour and learning. They implement clear boundaries and routines to promote positive behaviour. As a result, children know what to expect from their time in the setting. They know how to be respectful towards each other, sharing and taking turns when playing. When disagreements occur, staff support and encourage children to resolve their own problems. This helps them to learn about the feelings and emotions of others. Staff encourage children to develop independence in the setting, providing opportunities for them to tidy up and clear away their own items after snack time. Children learn to hang up their own coats and where their special place is to store their things.

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

- The provider has a clear curriculum intent. Staff plan opportunities to meet children's developing needs and interests to build upon what they already know and can do. This helps to prepare children for the next stage in their learning journey and ensures they reach their full potential.
- Staff use their observations and assessments of children. They track the progress children make and identify any gaps in their learning. Any concerns in children's development are referred to the special educational needs coordinator for further assessment to ensure every child makes progress.
- Staff implement an effective key-person system to support children within the setting. The key person spends time building close relationships with the children to ensure they settle quickly and feel safe and secure. This helps children to develop emotional connections and self-assurance.
- Staff teach children about festivals and celebrations, such as Chinese New Year and Diwali, as well as birthdays, Easter and Christmas. They also work with parents to celebrate events that are specific to children. This helps children to learn about cultures and beliefs important to themselves and their peers.
- Since the last inspection, leaders have started to implement staff supervision arrangements and appraisal. This has helped to identify staff strengths and areas for improvement. However, this is not always focused sharply enough to identify and improve their skills to support all children to achieve the best

outcomes.

- Staff have good partnership with parents. They share regular reports and termly development checks on where children are up to and have verbal conversations about any concerns as they arise. However, they do not always effectively share ways in which parents can further support children's learning at home, to help them provide a coordinated approach to further support children's development.
- Leaders work effectively with other partner agencies, such as speech and language services, educational psychologists, and the local authority. This helps to improve their services to children and families, and enables them to support children who may need additional help.
- Transition arrangements are in place to support children who are due to move to school. Staff provide written summaries of children's achievements and development to the setting, and facilitate transition meetings where they are required. They show children their new uniforms, and talk about moving to 'big' school. This helps to minimise any negative feelings children may have and prepares them for the next stage in their journey.
- Staff well-being is given high priority at this setting. The provider ensures the balance of work and home-life is suited to the needs of all staff and will accommodate individual situations to help support staff where possible. In turn, there are long-standing, consistent staff, who bring quality learning experiences for the children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the provision for information-sharing with parents to offer more precise details of children's next steps to help further extend children's learning at home
- further enhance professional development arrangements to focus more closely on identifying and improving staff skills to ensure all children achieve the best outcomes

Setting details

Unique reference number	306469
Local authority	Wirral
Inspection number	10350997
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 at time of inspection	2 to 4
Total number of places	30
Number of children on roll	38
Name of registered person	Robinson, Alison Claire
Registered person unique reference number	RP514002
Telephone number	0151 608 3500
Date of previous inspection	26 September 2018

Information about this early years setting

Pulford Playgroup registered in 2009, and is situated in the Bebington area of Wirral. The playgroup employs 10 members of childcare staff. Of these, 8 hold appropriate early years qualifications at level 2 or above. The playgroup opens from Monday to Friday, during term time only. Sessions are from 8.35am until 3.35pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Michelle Highcock

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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