



Grindleford Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number 206778
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Inspector Yvonne Layton

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Registered person Grindleford Pre - School Playgroup
Type of inspection Integrated
Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Grindleford Pre-school Playgroup opened in 1973. It operates from the Bishop Pavilion, in the village of Grindleford, Derbyshire. The pre-school serves the local area and surrounding villages. It is registered to care for 24 children.

There are currently 18 children from two years to under five years on the register, 14 of the children receive funding for nursery education. The group opens four days a week during school term only. Sessions are from 09:15 until 11:45.

Three full time members of staff work with the children. The setting receives support from Derbyshire local authority and are members of the Pre-school Learning Alliance. The nursery is managed by a parental committee, who delegate day to day responsibility to the staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean, suitably maintained provision where they learn the importance of good hygiene and personal care through consistent daily routines. They are beginning to understand why they must wash their hands before eating and after using the toilet by responding to the staff's established practices and through discussion about hygiene. Individual care needs are sensitively met with an allocated worker undertaking the changing of children's nappies. However, children's security is compromised as accident and medication records are not maintained correctly or confidentially.

A healthy snack which promotes children's good health is offered, including fresh fruit. Self awareness of their own body and the importance of personal care is being developed by themes including, how they feel in cold weather and what to wear.

Children have varied opportunities to participate in physical activities and active play, which encourages physical development. Outdoor play is part of the daily routine where children have opportunity to run and climb. Movement and dance sessions develop their movement skills, for example children danced to 'The Snowman' as part of the winter theme.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are able to use an appropriate range of toys and equipment. These are kept clean, in good condition and are suitable for the age range of children attending.

Children are cared for in a provision where risks are identified and minimised and all reasonable steps are taken to ensure they are cared for in a secure environment. Children follow safety rules, including responding to established boundaries for the outside play area. As a consequence, they are beginning to develop a greater awareness of personal safety. Required safety equipment is in place to protect the children, including a child-proof lock on the main door.

Children are suitably protected by the staff's appropriate understanding of their role and responsibilities for child protection.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Most children are happy and settled, they respond well to adults who are interested in what they say and do. Interactions are good and all children benefit from caring, warm staff. They are productively occupied, playing independently and in groups, well supported by the staff. Spontaneous play and free expression is actively encouraged.

Most children are motivated and interested in a range of purposeful and developmentally appropriate activities which provide suitable levels of challenge appropriate to their age and stage of development. The room is carefully planned and activities are well presented to enhancing children's learning and enjoyment. A comfortable book corner, with soft mats and cushions helps to develop children's love of books and the use of varied posters to match the theme including; 'The Snowman' and a classic work of art provide an interesting discussion subject. Children aged under three years' potential is not fully supported as staff have an incomplete knowledge of 'Birth to three matters'.

Nursery Education.

The quality of teaching and learning is satisfactory. The level of challenge is sufficient to interest most children in the activities and enable them to make satisfactory progress. Practitioners have an incomplete knowledge of 'the Foundation stage' and as a consequence the planning of activities and the assessment of children's learning is not fully developed. There is an ongoing commitment to develop the planning of activities and assessment of children's learning. Children are challenged by staff who use open ended questions to develop potential effectively.

Most children are settled and behave well. Interactions are good, they relate well to their peers, staff and visitors, demonstrating confident personalities. They cooperate, are able to negotiate with each other and problem solve together. Self confidence is enhanced as staff offer good support and encourage children to develop their own ideas. Staff lead by example and children freely express themselves in creative work, for example, the children were making a tree from twigs and staff invited them to the activity and asked them if they would like to use glitter for the frost.

Children learn about their own community as they undertake themes and are involved in local and family life activities, for example, a discussion about sheep and lambs resulted from a sheep template. Activities and celebrations relating to the wider world are undertaken as focused activities and diversity resources are utilised. Celebrations include, Chinese New Year, Buddha's birthday and Easter.

Children are good communicators and have opportunities to develop their verbal skills well supported by the staff. Variety of opportunity in mark making is limited due to the use of basic resources. Some children form recognisable letters and can write their name competently. However, the use of children's first name and initial of their surname limits the development of writing skills and compromises children's self-identity.

Children spontaneously use their knowledge of mathematics effectively during play. This includes language for calculating, for example; how many, largest and smallest,

in an animal activity.

Physical development is promoted through a balanced range of activities. Children's fine manipulative skills are generally enhanced through the use of a varied range of small resources, such as using scissors during craft activities and table top games.

Children have an appropriate range of opportunity to explore different media and materials. They are developing their skills as they name and recognise colour and enjoy a good mix of adult led and free creative activities; including free painting. Two-four-year olds free painting on a easel were expressive about what they were doing, mixing colours and discussing the colours they had made. Children enjoy dancing and singing encouraged by the variety of music available including singing time, tapes and musical instruments. They use their imaginations well, as they enthusiastically talk about real life experiences, for example, the arrival of lambs at the farm.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed and valued as the staff use discussion with parents to ensure individual requirements are met. All children have access to all activities and individual needs are recognised. Celebrations are undertaken and resources which promote and represent the wider community are available in the pre-school.

Children develop a sense of independence and self-worth as they are encouraged to share, take turns and follow rules as they progress through the developmental stages. Overall behaviour is good as they respond to the firm reminders and consistent expectations of the staff to play harmoniously together. Staff are good role models and have strong relationships with the children, their use of praise and encouragement contributes effectively to the children being confident in the setting.

Parents receive a general information sheet and a notice board provides sufficient information about the services provided and how their child will be cared for. A portfolio of policies and procedures is available. Information regarding activities and the care of the children is provided verbally sufficiently well supporting the continuity of children's care and well-being. Partnership with parents is being actively developed by the provision, for example, parents and carers are being encouraged to become involved with the group, including taking part in a fire drill.

The children's spiritual, moral, social and cultural development is fostered.

The quality of the partnership with parents and carers for funded children is satisfactory. Parents receive basic information about the Foundation Stage for Nursery Education. However, it is recognised by the staff team that this is an area which must be developed.

Organisation

The organisation is satisfactory.

Overall children's needs are met. Children are cared for in a well maintained environment that enables them to relax and enjoy themselves.

The quality of leadership and management of the nursery education is satisfactory. The registered person and the person in charge recognise the provisions strengths and weaknesses and there is a strong commitment to address areas for improvement. However, the welfare of the children is compromised as Ofsted has not been informed of the major changes regarding the change of the person in charge and of all the adults who look after the children. Also, attention must be given to the qualification level of some staff. Staff knowledge of the National Standards is limited resulting in some of the records, policies and procedures which are required for the efficient and safe management of the provision not meeting requirements.

It is recognised that at the time of the inspection the staff team had only been in post for a few weeks, they demonstrate clear commitment to develop their own skills and the quality of the provision to enable them to support all children to reach their potential. The person in charge has clear vision for the pre-school with a strong focus on the personal development and achievement of all children.

Improvements since the last inspection

There has been limited progress to meet the last inspections recommendations both in care and nursery education.

The staff team have recently taken over the provision and are beginning to address all issues.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the person in charge holds a qualification appropriate to the post and has submitted to the checks prescribed in the regulations
- ensure Ofsted is notified of any changes in the registered person or person in charge
- ensure all staff and committee members are fully aware of the requirements of the National Standards
- ensure all records, policies and procedures which are required for the efficient and safe management of the provision, and to promote the welfare, care and learning of children are appropriate, sufficiently detailed and contain the correct information
- ensure personal information on children and families is kept securely and confidentiality maintained.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop staff's knowledge and understanding of the 'foundation stage curriculum', the early learning goals and 'Birth to three matters framework' through further training and development (also applies to care)
- develop planning systems to ensure that all areas of learning are covered, clear objectives for children's learning are identified and activities build on children's previous experiences and that older children are sufficiently challenged
- develop assessment systems to ensure that children's progress and development towards the early learning goals is effectively monitored and the next steps for children's learning are identified.
- develop systems for sharing information with parents about their child's progress and achievements.

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