

Lilleshall Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	208223
Inspection date	11 May 2007
Inspector	Mary Anne Henderson

Setting Address	Lilleshall Pre-School Playgroup, Limekiln Lane, Lilleshall, Newport, Shropshire, TF10 9EX
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Telephone number	01952 604809
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Registered person	Lilleshall Pre-School Playgroup
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Type of inspection	Integrated
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Type of care	Sessional care
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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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Lilleshall Pre-School Playgroup was registered in 1970. It operates in a purpose built brick building, situated next to the school. The pre-school serves the local and surrounding areas.

There are currently 51 children on roll from two years to under five years old. This includes 16 funded four-year-olds and 20 funded three-year-olds. Children can access a variety of sessions. There pre-school supports children with learning difficulties and/or have disabilities or who speak English as an additional language. The pre-school opens Monday to Friday from 09:00 to 11:30 and 12:30 to 15:00. They also operate a lunch-club from 11:30 to 12:00 Monday to Thursday.

There are six members of staff, all of whom hold childcare qualifications. The group receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning about the benefits of healthy eating. For example, they enjoy a good range of snacks including bananas, apples, vegetables and toast. Children learn about which foods are good or not so good for them during discussions and through activities. They enjoy drinks of milk and squash during their snack time and they have free access to drinking water throughout the session thereby promoting their good health and independence.

The children play and involve themselves with activities in a clean and very well-maintained environment. They know to wash their hands before eating and after messy or outdoor play and they do this independently. Children's welfare is promoted very well because all staff have a current first aid qualification and they have sought written parental permission to seek emergency medical advice or treatment for all children on roll.

Children are learning about a healthy lifestyle. They enjoy a good range of indoor and outdoor physical activities, for example, they run around in the fresh air, throw and catch balls and use a range of large equipment for climbing and balancing. They also enjoy being physical through movement to music.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The safety of children is very well-maintained. Staff check areas before the children arrive and a comprehensive risk assessment format is used to ensure areas, equipment and toys are safe. Children learn about keeping themselves safe because they practise the evacuation procedures with the staff on a regular basis. They also talk about the dangers of crossing the road and have practised road safety through activities and through having visitors such as the local policeman.

The premises are very welcoming to children and their parents. There is a very good range of child-led art work and theme work displayed on the walls of the nursery for children and parents to enjoy. There is also an interesting and informative parents notice board in the entrance hall. Children use a range of suitable furniture, equipment and toys suitable to their age and stage of development. The layout of the space and resources is favourable to children's learning. For example, children freely access the resources because they are low reach, well-labelled and kept in defined areas so they know where to go to get what they need. This encourages child-initiated play very well which develops children's confidence and independence.

Children's welfare and safety is very well maintained because the staff have undertaken safeguarding children training. They know what to do should there be a concern about a child and they have the current contact details of the Safeguarding Children's Board. There is also an informative policy in place to keep parents informed of procedures. The policy is easily accessible because it is sited in the entrance foyer with the other key policies of the setting.

Helping children achieve well and enjoy what they do

The provision is good.

To support the development of young children, the staff have undertaken training in the 'Birth to three matters' framework. They observe the younger children and using the development cards, ensure they are progressing in all areas of learning. Children enjoy the company of the their key-workers during child-initiated play because they join in with their imaginary play, read them books and support them as they use the computer. The younger children enjoy a very good range of free play and adult led activities including outdoor play, home corner and imaginative play, thereby promoting their development in all areas of learning. They enjoy free access to a broad range of creative resources such as glue, glitter, card and junk to make their own creations. Settling in procedures support young children and their parents. Parents complete a 'getting to know you' form and there is also a small booklet for the new child to look at about what goes on at the pre-school. Parents can stay until they feel their child is settled well into the group.

Nursery Education

The quality of teaching and learning is good. Children enjoy free access to resources stored on low open shelving in well-labelled boxes and drawers. This promotes child-initiated play, thereby promoting children's confidence and independence. Staff provide clearly defined areas for children so they can access their own play and learning opportunities. Children maintain attention well and are able to sit quietly and concentrate when appropriate, for example, during circle time when they take it in turns to listen and talk about what they like to do at the weekend. They enjoy being responsible as they help each other to tidy up before snack time. Children are courteous and enjoy chatting with their peers during role play and imaginary play time. They talk to the staff as they pass, explaining what they are doing, for example, children say " we are making a Bob the builder puzzle". As they play in the imaginary play area children talk to each other saying " I've got some plants like that in my garden".

Children enjoy looking at books in a welcoming and comfortable quiet area. They have good access to mark-making resources which are available during child-initiated play. For example, the writing and creative areas provide children with lots of opportunities for painting, scribbling and for gluing a range of junk together to make their own creations. Children are able to make connections in their play because they know where to find the resources. They enjoy singing and rhyming activities with the staff and they share books and talk about trains as they listen to parts of a story about a railway station. The children explore mathematics as they build towers and find out about the concept of time and the past and look at how plants grow. They count and look at groupings as they play with the compare bears during planned activities. They also add and subtract with the support of staff who encourage the children to think about one more and one less when they are counting.

Children are learning about the world around them as they explore their environment. They look at various festivals throughout the year, for example, they have explored Mothers day, St David's day and Chinese New Year through stories and creative activities. Children effectively explore information communication technology including programmable toys as these are freely accessible to them during child-initiated play.

The children enjoy a very good range of physical activities. They run around in the fresh air with their peers, use large and small outdoor equipment, throw, kick and catch footballs. They also explore a range of indoor physical play as they express themselves through music and

movement activities. Children have free access to a good range of tools and equipment. They freely access paintbrushes, pencils, scissors and construction toys during creative activities. They also mould dough using their hands and a range of cutting and rolling equipment. Children thoroughly involve themselves in imaginary and role play activities. The resources are freely accessible and children can dress up and they enjoy taking on characters voices as part of their play.

The staff are excellent role models for children. They talk to the children in a quiet voice and encourage them to take turns at listening and talking. This creates a relaxing and accepting atmosphere where children can hear and be heard. Staff spend much of their time directly with the children joining in and asking the children open questions to extend and consolidate their learning. They have a very good understanding of the Foundation Stage of learning and they are suitably qualified and experienced. They have a good understanding of how children learn, for example, they provide an interesting and varied curriculum and they ensure there is enough time, resources and equipment to extend children's learning and promote progression. Staff work well as a team and meet regularly to discuss issues about the curriculum and the children attending. Planning and assessment is good and the plans include what the children will get out of the activities. The plans inform what children can already do and the areas the children need to develop further. There are sound strategies in place to support children with learning difficulties and/or disabilities or whom speak English as an additional language. The staff have previous experience of caring for children who may need further support in these areas and they would seek the assistance of parents and other professionals to ensure consistency and inclusion of all children on roll.

Helping children make a positive contribution

The provision is good.

Children have good access to a broad range of resources and activities that positively reflect diversity. They enjoy playing with a range of dolls, puzzles, small world people and a range of books depicting people of other cultures and people with disabilities. The children also enjoy exploring a range of festivals including Chinese New Year and St David's day. There are good strategies in place for supporting children with learning difficulties and/or disabilities. Staff work closely with the parents and where necessary work with other professionals to ensure consistency and inclusion of all children on roll.

The children are very well-behaved. They show regard for one another and are aware of the concept of feelings as they discuss and explore this during planned and spontaneous activities. Children learn about the benefits of good behaviour because they receive stickers and are praised throughout the session as they involve themselves with routines such as handing out the cups and helping to tidy up. Parents of young children are well supported by the pre-school. All parents are invited in to the setting to talk to their child's key worker to ensure parents are kept informed about their child's learning and development. However, parents do not always receive verbal feedback at collection times about what their child has been doing during the session, thereby possibly compromising children's welfare. Children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents and carers is good. The staff keep the parents informed about their child's developmental progression through pre-school through confidential meetings and free access to the child's development files. Planning and curriculum information is displayed on the notice board to keep parents informed about children's learning and development. Parents are also provided with a 'Helping at pre-school' pamphlet which outlines tasks they can do to

support children during the session, or when they are home with their child. This promotes their understanding of how children learn. The group have also devised two informative pamphlets to support parents. One helps the parent to complete an information sheets about their child's needs, likes and dislikes and the other ensures parents can support their child's ongoing progression through pre-school as it explains what activities, stories and rhymes the children undertake. All parents have received the groups prospectus and there are regular newsletters to inform them of coming events.

Organisation

The organisation is good.

Staff are experienced and qualified and provide a warm and inviting atmosphere for children and their families. To ensure the welfare of children, the management ensure there are rigorous procedures in place for vetting and recruitment. Required documentation is kept up to date, accurate and signed by both parties. This includes accident, incident and medication records thereby maintaining the health and safety of children. There is an appropriate induction procedure in place which includes ensuring new staff are aware of the groups policies and procedures and that they are clear about their roles and responsibilities. The register shows the attendance of all children and staff. Visitors to the setting are checked for identity and required to sign the visitors book.

Leadership and management is good. The management and staff team have a clear overview of the provision for nursery education and are aware of what they need to do in order to continue to provide, and improve on, good opportunities for children's development. Staff attend regular training opportunities supported by the management. This has a positive effect on the care and learning of all children. The provision for education is monitored because the staff evaluate short, medium and long-term plans, observe the children at play and use their starting points to inform forward planning and encourage progression. However, the group do not effectively monitor the impact on children with regard to improvement. For example, they do not effectively monitor the improvement in children's learning as outlined at the last inspection. This possibly compromises children's learning. All staff have a good understanding of the concept of equality of opportunity and they work well together to ensure the inclusion of all children. Overall, children's needs are met.

Improvements since the last inspection

At the time of the last inspection the group was asked to address a number of recommendations and one point for consideration with regard to the education provision. They were asked to: ensure drinking water is made available at all times; ensure nappy changing procedures includes appropriate use of protective clothing; ensure the risk assessment format includes all elements as outlined in the National Standards and guidance and to improve current vetting procedures for temporary staff to include secure reference checks. The group addressed the recommendations by providing children with accessible cups and a jug of water at each session and by ensuring the nappy changing procedures includes the use of gloves and aprons. This maintains the children's health and welfare. They also regularly check the risk assessment format ensuring it includes all elements as outlined in the National Standards and guidance. They also improved vetting procedures for temporary staff by following up any references provided, thereby ensuring the children's safety.

As a point for consideration the group was asked to encourage parents to be more involved in their child's ongoing progression through pre-school. The group have ensured this by providing

parents with a 'Helping at pre-school' pamphlet which outlines tasks they can do to support children during the session, or when they are home with their child. This promotes their understanding of how children learn. The group have also devised two informative pamphlets to support parents. One helps the parent to complete an information sheet about their child's needs, likes and dislikes and the other ensures parents can support their child's ongoing progression through pre-school as it explains what activities, stories and rhymes the children undertake.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

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):

- further develop systems to ensure regular exchange of information about the child between the parents and the staff.

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):

- further develop the systems to monitor and evaluate the provision for education.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk