

# Elmsett Pre School Playgroup 1

Inspection report for early years provision

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<b>Unique Reference Number</b>	251472
<b>Inspection date</b>	12 June 2007
<b>Inspector</b>	Deirdra Keating
<b>Setting Address</b>	Village Hall, The Street, Elmsett, Ipswich, Suffolk, IP7 6PA
<b>Telephone number</b>	01473 658611
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<b>Registered person</b>	Elmsett Pre School Playgroup 1
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 outstanding. 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?

Elmsett Pre-School Playgroup is managed by a voluntary management committee made up of parents of the children at the playgroup. It operates from two rooms in the village hall at Elmsett. The children have access to a large school field and use of the school playground. The playgroup is open from 09:00 to 11:30 on Monday, Tuesday, Wednesday and Thursday mornings during term time. They work in partnership with the primary school which offers sessions from 09:00 to 12:00 on Wednesday, Thursday and Friday.

There are currently 28 children aged from two and a half to five years on roll. Of these, 24 receive funding for early education. The Playgroup currently employs four members of staff. Of these, three hold early years qualifications and one is working towards a qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Children's health and dietary needs are extremely well met because practitioners work closely with parents. Comprehensive policies underpin all areas of practice to ensure that children's good health is consistently maintained. Children understand the excellent hygiene practice because staff actively promote hand washing. A clean bathroom with low-level sinks and illustrated prompts encourages children to wash their hands. Staff give good explanations about germs and this supports the children's understanding. Children receive extremely good care if they are ill or have an accident because the setting has correct and appropriate procedures in place. A fully stocked first aid box is easily accessible and staff have attended first aid training to ensure that children are protected well from minor accidents. Written consents are sought from parents regarding accidents, emergency treatment and medication. Accidents are accurately recorded to ensure children's health and safety is consistently maintained.

Children have their dietary needs very well met and increase their understanding of healthy living because staff actively promote healthy eating. Children are gaining an excellent understanding of a healthy diet. Staff respect parental wishes and children's choices to provide nutritious snacks that are healthy and appeal to the children. Children enjoy pizza and freshly chopped raw vegetables. Staff provide positive role models as they eat carrots and discuss vegetable varieties. They sit with the children providing a relaxed and social snack time. Children remain well-hydrated throughout the session as fresh drinking water is available for them to independently access. Children have daily access to the outdoor area and enjoy a wide range of activities out in the fresh air. A climbing frame, balls, hoops, beanbags and bikes are all available. A large and well kept meadow provides a perfect environment for children to run races and gain exercise. The rural location enables children to go for nature walks and helps them understand the importance of a healthy lifestyle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are cared for in an extremely welcoming and child-friendly environment that is safe and very well maintained. The layout has been organised creatively to enable children to move around safely in the spacious accommodation. Resources have been stored extremely well to enable children to self-select which promotes their independence and decision making. Innovative ideas enable children to access resources in a relaxed and comfortable way. Children lie on the floor and happily draw on large scale paper that is taped to the floor. The kitchen is large and well maintained with a good range of facilities. Children access the toilet both independently and with support from suitable staff. Staff are extremely organised and efficient as they pack away daily for other users. This provides an daily opportunity to check equipment to ensure that it is clean and well maintained. An excellent range of resources provides a wide range of activities that promotes children's learning in all areas.

Children are cared for in an extremely safe and secure environment where staff take positive steps to ensure that children are not at risk from danger. Children learn about keeping themselves safe through related topic work, role play and visitors to the setting. The premises are extremely secure and doors remain locked at all times. Visitors are required to sign in and out and arrival and departure times are managed safely and effectively. Written consent is provided by parents for all trips and road safety is discussed with children to help them

understand the dangers. Regular fire drills ensure that staff and children know what to do in the event of a fire. Fire prevention equipment is in place and meets all requirements. Children are protected extremely well from harm by stringent policies and knowledgeable experienced staff who have attended relevant child protection training. A written statement is available detailing all relevant contact numbers and procedures should a concern about a child arise. Policies are clear and procedures are displayed on the notice board for parents. All staff have a comprehensive understanding of their responsibilities to ensure children's ongoing safety and well-being.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

The children are extremely well motivated to learn through the extensive range of appealing resources that support their care, learning and play. They are purposefully engaged throughout the session and relish their time at the setting. Staff have a comprehensive understanding of the 'Birth to three matters' framework and are clearly aware of younger children's needs. There is a broad range of stimulating activities available that are carefully planned and rotated to maintain interest and promote all areas of development. Resources are stored extremely well in transparent boxes with pictorial labels and text. Sensory and tactile resources encourage children to learn using all of their senses. Floor puzzles and plastic animals all enable younger children to develop their creative play on the soft carpeted area where they are relaxed and content. A key worker system enables children to have a member of staff who takes a special interest in them and their family. Children form good relationships with one another and staff. The session is well planned allowing children to sustain their play for long periods of time. Children thrive in this exciting, caring and child-friendly environment where staff are caring and attentive to their needs.

### **Nursery Education**

The quality of teaching and learning is good. Good effective use of time incorporates a balance of child-led and adult-led activities. The accommodation has been creatively adapted to provide a rich learning environment, which has been extended to the outside area. Staff have a good knowledge of the Foundation Stage and how children learn. Focused activity sheets outline clear intentions and identify specific stepping stones that provide the aim of the activity. Activities are evaluated with observations made by staff and used to inform them of the next steps for children. Staff carry around 'record observation' books to identify what children are doing and make informed observations with children's specific targets in mind. These contribute to the comprehensive records which are shared well with parents. The 'All about me' booklets ensure that staff know children's starting points and can therefore challenge children accordingly. The session is well paced and children have time to explore activities that appeal to them, however there are not enough opportunities for children to be physically active. Staff are readily on hand to extend all activities and ask open-ended questions to challenge children and move them on. Staff support children's imaginary play sensitively and extend children's language as they recreate a bus journey in the role play area. Topics are presented in an exciting and appealing way with creative and innovative planning that provides children with opportunities to have hands on and exciting play based experiences.

Children settle confidently as they are warmly welcomed by friendly staff into the colourful environment. They are motivated to learn through the exciting activities on offer. Activities such as 'me boxes' where children collect special things and share them with the group develop children's confidence and belonging as they connect different parts of their life experiences.

Children tidy up effectively working well together and showing care for one another and their environment. They are gaining good self-care skills as they put on dressing up clothes and aprons with increasing independence. A good range of cultural and traditional days are planned such as Chinese New Year which encourages children to respect the views and beliefs of others.

Children are developing their language, speaking and writing skills very well. The room has many labels and pictures encouraging children to know that text carries a meaning. Children are starting to link letters to sounds as they self-register their names on arrival. A well resourced mark making area has a good range of equipment which the children can readily access. Children's early writing skills are very good. Children are writing their names and mark making in a wide variety of activities such as making appointments in the hairdressers role play. A 'feely' box encourages children to use language for thinking in order to describe what they can feel. A comfortable book corner provides a relaxing environment where children can enjoy the good range of books.

Children are making good progress in their mathematical development. They enjoy a broad range of mathematical equipment which enables them to learn about shape, space and weight. They calculate at snack time when they count cups and plates. Number songs, enable children to grow increasingly confident with their number skills, they enthusiastically sing as they learn to take one away each time. Children learn about weight during cooking activities where they select weights, read numbers and weigh ingredients. Staff support children extremely well as they confidently weigh out their ingredients to make truffles. Children are beginning to make sense of the world around them by investigating and exploring through first hand experiences. A selection of different ramps covered in tactile materials enables children to make predictions as to which will provide a faster ramp for a toy car. Children make extremely good use of maps as they go on an imaginary journey. There are many opportunities to experiment with natural materials. A wide range of messy play including spaghetti and seaweed encourages children to explore different textures. Children experiment in the water tray with objects that sink and float. They weigh stones and fir cones observing contrast in the weight and texture.

There are good opportunities for children's creative play. Paint and art and craft are regularly planned for children to access using their own preferred method and style. A range of wooden instruments enables children to explore different sounds. Dressing up, role play and small worlds all give children opportunities to recreate roles and experiences. They engage in imaginary play where they have time to become truly engrossed in their hairdresser's salon. A very good range of tactile materials that are sparkly and appealing are laid out for children to freely access. Children roll and manipulate dough with care, making specific shapes using careful and thoughtful movements. They develop good hand-eye coordination by using pegs, threading boards, puzzles and construction. Children pour their own drinks with precision and skill. They enjoy some large scale physical activities that help them develop their confidence and skills. Children ride bikes and scooters around and negotiate space well as they enjoy a car wash activity out in the fresh air. However, there are not enough opportunities for children to run around and move in a range of ways throughout the session.

### **Helping children make a positive contribution**

The provision is outstanding.

The children in this setting are valued and have an excellent sense of belonging. Staff actively seek detailed information in an 'all about me' booklet to ensure they can best meet children's individual needs. All children are included as staff promote a fully inclusive environment. Children are able to make choices about how to spend their time, a comfortable book corner

enables children to quietly look at books. Different sized groups encourage children to socialise and build relationships with each other. The children play together harmoniously for long periods of time with little adult intervention. They are caring of each other's needs and respect one another and the environment. Children learn about other cultures and beliefs through exciting hands on experiences where they are encouraged to express their individual ideas. They celebrate many festivals including Chinese New Year, Hannaker, Diwali and many traditional days. A wide range of resources such as dressing-up clothes, figures, books and musical instruments are used to reflect positive images of wider society and help children understand their differences and similarities. Children's spiritual, moral, social and cultural development is fostered.

The setting has a positive approach to caring for children with learning difficulties and/or disabilities. The knowledgeable manager has attended a good range of relevant training. This enables her to meet individual needs well complying with the required code of practice. Staff have a good understanding of how to best support children working closely with parents and utilising professional support to meet individuals children's needs. Comprehensive policies underpin practice and provides specific guidelines to behavioural expectations of the group. Children understand responsible behaviour as staff follow consistent strategies and have a few simple rules in order that children can understand and remember them. Staff positively reinforce children's good behaviour with enthusiasm and reward children's efforts with stickers. Throughout the session children's behaviour is extremely good. Minor disputes are dealt with sensitively by caring staff who take time to establish the cause of the problem and diffuse the situation.

The partnership with parents and carers is outstanding. Parents are very warmly welcomed and receive excellent information about policies, procedures and children's progress. A detailed prospectus provides parents with a clear overview of the setting. An informative notice board provides parents with relevant and up to date information. Weekly plans are displayed and outline learning intentions in order that families can understand how children can learn through the play based curriculum. An end of session review is written and displayed in order that parents know what children have been doing during the morning. A clear complaints procedure is displayed along with local contact numbers and information on safeguarding children. Excellent family friendly records give parents a comprehensive guide to the children's progress towards the early learning goals. An open week enables parents to come into the setting and find out how the children learn. Parents receive comprehensive information regarding the Foundation Stage. Questionnaires given to parents have been evaluated and ideas incorporated into practice by forward thinking staff. Parents speak extremely highly of the provision and the 'friendly and approachable team of staff'.

## **Organisation**

The organisation is outstanding.

Children are cared for by suitable and qualified staff with a comprehensive knowledge and understanding of child development. Children are safeguarded by a stringent recruitment procedure to ensure that they are never left alone with people who have not been suitably checked. Sessions are highly organised with clear routines which help children to settle well and grow in confidence. Children benefit from excellent levels of supervision and individual attention from staff as the adults are effectively deployed throughout the session and work directly with the children at all times. Children's well-being is extremely well promoted by the policies that are regularly updated. The policies work well in practice to promote children's health, safety, enjoyment and ability to make a positive contribution. The manager has a

comprehensive understanding of the National Standards and her responsibility to comply with these and the conditions of the registration. All required documentation and consents are in place and stored securely to ensure children are cared for in accordance with their parents' wishes.

The leadership and management is good. The group is led by a motivated and efficient manager who leads a dedicated team. The aims of the setting are reflected in all aspects of practice. A good evaluation of the setting has highlighted the strengths and weaknesses. Areas for development have been clearly documented and discussed and this ensures that the group continues to improve. Clear job descriptions and an effective appraisal process ensure staff are all aware of their roles and responsibilities and training needs are identified. Staff files reflect the setting's commitment to ongoing training and ensure children are well cared for by qualified staff. Regular meetings enable staff to review the effectiveness of the curriculum planning. This ensures that the quality of nursery education is monitored and adapted accordingly to meet the individual needs of the children. Staff work well with an early years advisory teacher to ensure that teaching methods are effective and inclusive. A positive working partnership with the school has been well developed and ensures children have a smooth transition into school. Overall the children's needs are met.

### **Improvements since the last inspection**

At the last inspection the setting was asked to include group activities to meet the needs of all the children. This has now been done and activities are carefully adapted to include two groups in order that staff can differentiate activities to suit the individual needs of the children.

### **Complaints since the last inspection**

Since the last inspection 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 outstanding. 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**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **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):

- provide more opportunities for children to be physically active throughout the whole session.

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](http://www.ofsted.gov.uk)