

Leverton Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	253092
Inspection date	05 November 2007
Inspector	Judith Rayner
Setting Address	North Leverton Church of England School, North Leverton, Retford, Nottinghamshire, DN22 0AD
Telephone number	01427 880 470
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Registered person	Leverton Pre-school Playgroup
Type of inspection	Integrated
Type of care	Full day care, Sessional care, Out of School 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 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?

Leverton Pre-school Playgroup opened in 1972. It is committee run and currently operates from the foundation unit mobile classroom in the primary school in the village of North Leverton. It serves the village and local surrounding communities.

The setting is open between 07:45 to 18:00. Within this period it provides a variety of sessions. During term time, a breakfast club operates between 07:45 to 09:00, the playgroup operates between 09:00 to 15:30 and the after school club operates between 15:30 to 18:00. Parents and carers have a choice if they would like their child to attend all day or part sessions which also includes lunch. There is a holiday club that operates between 07:45 and 18:00. The setting closes for two weeks during the Christmas holiday period. There are currently 24 children on roll. This includes 23 funded three and four olds. Children attend for a variety of sessions. The setting has systems in place to support children with learning difficulties and/or disabilities, and also children and families who speak English as an additional language.

There are nine staff employed at the setting and eight hold a recognised childcare qualification. Three staff are full-time and six are part-time. Three staff work with the children on a regular

basis. Two of them have early years qualifications to NVQ Level 3. The setting receives support from the foundation unit teachers of the local school and from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is held in high regard. They are cared for in an environment where staff adhere to and put into practice good hygiene procedures. Children are fully aware of toilet routines such as flushing the toilet after use, washing and drying their hands and putting the paper towels in the bin. They also know the importance of washing their hands before they have their snacks and meals. Children's welfare is effectively promoted because staff can respond to accidents appropriately. This is because there is at least one member of staff on duty who has a current first aid certificate, a first aid box holds appropriate contents and is easily available. Accidents are recorded and shared with parents. Children's health is further supported should they become ill. Staff contact the parents straight away and sensitively care for the child ensuring they are comfortable and settled till the parents arrive.

Children's individual dietary needs are met well. Staff discuss the child's needs with parents and carers and monitor the contents of the children's lunch boxes to ensure they are sufficiently nourished and contain healthy options for children. Lunch and snack times are an enjoyable time for children. This is a social time where children sit around the tables sharing events that happen at home and pre-school with their peers and staff. Children's awareness to healthy eating is promoted well. For example, they talk about why fruit is healthy and why it is important to eat their food up as it makes them strong. They participate in activities and topics learning about how their body grows and develops, their likes and dislikes, and how food tastes differently from other countries. The independence skills of children is developing appropriately. They access the water filter throughout the sessions learning to understand their own needs when they are thirsty.

Children really enjoy outdoor activities on a daily basis enabling them to develop strong bodies and good co-ordination. They excitedly ask to go outside or independently choose to go outside during the play sessions whilst supervised by staff. This is because the staff effectively plan outdoor play everyday supporting children's choices and interests. Children play with a suitable range of toys and equipment. For example, they chalk on the ground creating lines, shapes and letter writing or play imaginatively with the fire fighter hose pipes and construction toys. This is extended further when they access the school field and participate in team games such as ball control, football and stretching their arms and legs. Children learn how much fun exercise can be as well as becoming aware of the changes to their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. Children's art work such as 'We are spiders' and 'Jack and the bean stalk' are attractively displayed. Children benefit from this because it gives them a sense of belonging and are encouraged to feel valued in what they make and do. Space is well-organised encouraging children to explore and engage in activities within the two rooms and outdoor play area. A good range of storage facilities which are easily accessible encourage children to make choices in their play. A sufficient range of furniture, equipment and toys which are appropriate for

their purpose are of suitable design and condition and are well maintained. Children benefit from this because they independently make choices and self-select toys as they develop their all-round skills. Children do not get bored because staff rotate the toys ensuring that all children have access to them and spend time both indoors and outside.

Children's safety is effectively promoted because the staff take positive steps to promote an environment where risks and hazards are minimised to protect children. For example, staff rigorously undertake risk assessments to ensure children are safe throughout their time at the setting. They check the environment before, during and after children have attended. There are good systems in place for the monitoring of access to and from the building and the outdoor area. Children are unable to leave the premises unsupervised and adults can not gain entry unless authorised by a member of staff. Children are learning about taking responsibility for their own safety. For example, children sit properly at lunch time so they do not choke on their food and they know not to run inside the building. Good supervision is maintained throughout the day so children are effectively supported in their play and are kept safe.

The safeguarding of children is good. Staff have a good understanding of their role and responsibility to protecting children. They are knowledgeable of how to put appropriate procedures into practice. For example, they know who to go to if concerned about a child, records are undertaken and that certain agencies may be involved.

Helping children achieve well and enjoy what they do

The provision is good.

Children quickly engage in the activities presented and settle well. They are motivated, curious and excited in their play. Children move around the two rooms and outdoor play are freely and independently. They instigate their own play and self-select toys and activities of their choice such as the sand, painting, small world play fire station and the water. Children are happy. They have formed good relationships with their peers. For example, they play imaginatively and cooperatively with the fire fighters hose pipes, running around and putting out the pretend fires. Staff have a very good knowledge and understanding of how children develop, enabling them to offer appropriate activities and play opportunities which are of interest to the children as well as supporting their development and progress intellectually, emotionally and socially. Children are valued. Their pictures are displayed on the walls, such as 'Look at our fantastic work', staff listen to the children and respond positively to questions asked and their ideas are respected. Staff know the children well and relationships are warm and trusting. Children lack some opportunities to enhance their independence skills further when involved in daily activities and tasks, because the staff cut up their fruit and wash their plates. Children have a good sense of belonging. They learn to take care of their toys as they help tidy them away from outside, counting the train track pieces as they put them in the box. Children attending the out of school club are happy and engaged in their play. They work well together making gingerbread men, mixing the ingredients in the bowl, talking and having fun. Children enjoy outdoor play and eagerly prepare for the activities. They collect the boxes full of equipment such as bats and balls to play team games on the school field. Children build on the already good friendships from school. They engage in conversations, play cooperatively and talk about events from school. There are also good relationships between staff and children. This is because the staff plan play effectively and actively involve themselves in the sessions with the children. They engage in conversation, participate in activities, listen and value what the children like and have interests in, and support the children's time at the setting by encouraging them to relax and have fun.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage and use the stepping stones to provide learning experiences in all areas. Consequently, children are progressing well in all six areas of learning. Activities are planned purposefully and effectively to provide learning experiences in all areas to enhance each individual child's ages and stages of development. However, the records used to identify and record each child's next steps are not as clear and lack detail. Therefore, some aspects of children's next steps of learning has the potential to be missed. Staff are skilled at maximising every situation as a learning opportunity. For example, during circle time, children use a pretend mobile phone to make a phone call to inform others of what they would like to play with. Sessions are well balanced between adult and child-led activities. Children take the lead and initiate their own play when appropriate.

Children are happy, confident and curious. They enjoy and have fun during their time at the setting. They play co-operatively in small or larger groups. Children continually build on the good relationships formed with each other. For example, they engage in conversations with each other and say 'hello' to one another when they enter the rooms. Children's behaviour is good and understand what is expected of them. They co-operate and negotiate well during play, taking turns and sharing. Children confidently write their own names, recognising letters as they are sounded out to them and all recognise their own names. They happily self-select books and understand that print has meaning. They particularly enjoy story time, listening intently to the 'Tom Rabbit' story asking questions and pointing out objects from the pictures. Children confidently use numbers in everyday activities, counting how many children are present at registration time as well as how many children can play with the small world fire engine and house. Within planned activities, children learn about different shapes and sizes. They collect leaves from outside and match the leaf shapes talking about and compare the curves and points on each leaf. Children develop an understanding of nature as they look at the season Autumn. They collect a good range of natural resources such as conkers, leaves and display them on the nature table. They talk about the changes in leaves colours and the range of colours associated with Autumn with a particular focus on the colour 'yellow' for the week. Good use is made of resources and time encouraging children's physical skills to develop well. They spend time outside in the playground and on the field running, hopping and kicking footballs. Inside they have access to small equipment such as scissors, pencils and paint brushes. The imaginative skills of children is good. They play co-operatively with the water trough talking about the different sea monsters, making noises and play catch with them in the water. Children particularly enjoy the small world fire fighters. Two children very expressively play with the fire engine, fire fighters and house, making siren noises and using deep voices and tones for the fire fighters, saying phrases such as, 'I'm going in' and 'all clear here'.

Helping children make a positive contribution

The provision is good.

Children's individual needs are effectively met. Staff are proactive in finding out as much information from the onset of children starting at the setting. They discuss any issues and needs with the parents and carers and document them. Children are encouraged to settle in but staff are very flexible in to how long this may take depending on the confidence, age and ability of each child. Children are developing a positive view of society and the wider world as they take part in activities and play and use resources that reflect diversity. For example, they acknowledge a range of religious and cultural festivals such as Diwali. Children make 'diva' lamps and read stories about the festival and staff further promote this with displays of children's

art work. Children are involved in what is going on around them and are gaining a good level of self-confidence and self-esteem. This is because staff provide a positive, sound environment where children have good opportunities to learn about the world and the people in it. The setting strongly believes in inclusion and readily adapts activities to include all children. There are good systems in place to support children and their families with learning difficulties and/or disabilities. Staff have experience of caring for children who require extra support. They work closely with parents and other professionals to ensure that children are provided with the support they need to enable them to develop to their full potential.

Children behave well and are making positive relationships with their peers and adults. Children are developing a good understanding of the boundaries and expectations that the setting promotes. For example, they know when it is tidying up time. The staff ring some soft bells and the children put their fingers in the air. They conform to what is expected and help put toys away such as the small world fire fighters in the box. Staff promote a calm atmosphere where children are valued and praised. For example, children's pictures are presented on displays on the wall, they receive stickers when they try really hard to eat up their lunch and staff use positive words such as 'well done' and 'good girl'. Staff are positive in their attitude, and are consistently calm in the methods used to manage a range of children's behaviour. This encourages children to feel secure and safe from consistent messages that the staff give. Children's spiritual, moral, social and cultural development is fostered.

Children are benefiting from the good relationships between the parents, carers and staff. Staff are approachable, professional and friendly whilst working effectively keeping parents and carers up to date with their child's progress, learning and care. Through daily sharing of information and discussion about how the child has been and what they have been doing, staff ensure parents and carers are kept fully aware of the level of care their child receives. A notice board in the entrance hall gives parents and carers details about what the service offers, any events due to happen, child care issues and written policies and procedures. Assessment records, some photographs and children's achievements are available for parents to view and discuss with staff on a daily basis.

The quality of the partnership with parents and carers of nursery education children is good. Parents are encouraged to be involved in their child's learning at home. For example, newsletters and written information informing them of topic work is sent home with the children. This includes activities such as looking at the colour yellow for the week associated with the topic Autumn. Records of children's achievements and information about how their child is developing through the stepping stones are shared with parents and carers either through informal discussions or structured times such as parents evenings.

Organisation

The organisation is good.

Children are protected because the recruitment and vetting procedures are robust and thorough. The committee is very much involved in the pre-school and ensures that all adults caring for children have undertaken the required vetting procedures to ensure that they are suitable to care for children. Children benefit because all managers and staff have the appropriate qualifications, knowledge and experience to do their jobs which ensures that children's needs are met effectively. The good procedures in place for the monitoring of staff skills and knowledge such as appraisals, contributes positively to children's good health, safety, enjoyment and achievement. Children have sufficient opportunity to explore the environment and initiate their own activities promoting confidence and self-assurance because staff organise the rooms,

activities and toys well. Staff are very committed to offering a very good service to children and their families. They work extremely well as a team, sharing their knowledge and skills, communicating and offering support to one another. Children's individual needs are met well because there is an effective key worker system in place where staff, parents and carers discuss and record the child's progress and achievements. Clear routines and consistent care for children reassure them as they become familiar with their surroundings and the expectations that the setting positively promotes.

Children's welfare, care and learning is well promoted because the good range of policies and procedures which are required for the safe and efficient management of the provision are effectively in place. Records are updated as and when required, well organised, easily accessible and held securely. However, some records lack detail in the information recorded or if any action has been taken by the setting which does not clearly reflect the current practice and the positive work and service the setting offers. Confidentiality is maintained well because staff ensure parents only see their own child's records.

The leadership and management of the setting is good. The supervisor and committee team have a very good understanding of their roles and responsibilities. They are good role models and have clear and positive vision to continually improve the service they offer. The staff team are effectively led and offer the same high standard of service. Staff work very well as a team. They are motivated and enthusiastic about their work and enjoy spending time with children. Consequently, children have fun whilst being taught and offered a very positive, learning environment that enriches their lives. Children make good progress in all areas of their development in line with the stepping stones. This information is then used to purposefully plan activities for each child. Staff regularly attend meetings and training to ensure their practice is delivered and maintained at a high standard. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection it was recommended that the setting review the child protection procedures and share them with parents. Suitable progress has been made. Staff are going on safeguarding training and introducing a booklet highlighting the changes. Also staff ensure that all parents are aware of the procedures when they first look around the setting and existing parents and carers have easy access to the policies and procedures which are displayed on the wall. Therefore, children are suitably safeguarded because adults involved in the care of the child have an improved awareness of the policies and procedures should there be any concerns in the safety of a child. At the last Nursery Education inspection it was recommended that the setting consider how parents can be better involved with their children's achievements and progress. Good progress has been made. Records are undertaken every six months where parents and carers are given the opportunity to look at the records and contribute their thoughts and ideas and comments about how they feel things are going or if they have any issues. Communication on a daily basis is a key strength as issues are verbally discussed. Therefore, all adults involved in aspects of the children's learning are kept up to date with the child's progress as this benefits the child's next steps of learning.

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):

- continue to improve the opportunities for children to enhance their independence skills through daily tasks and activities
- continue to improve the methods used to record information regarding complaints, accidents to children and staff register.

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):

- continue to develop the records identifying children's next steps of learning.

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