

Prestbury Playmates Pre-School

Inspection report for early years provision

Unique reference number	EY376139
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Inspector	Shirley Ann Jackson

Setting address	St. Marys Church Hall, Bouncers Lane, Prestbury, CHELTENHAM, Gloucestershire, GL52 5JF
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Prestbury Playmates Pre-school Playgroup is situated in the village of Prestbury, a semi-rural area on the outskirts of Cheltenham. The pre-school operates from Prestbury Hall, which it shares with other village organisations. The facilities include the main hall, parents waiting room, kitchen and toilets. The pre-school is able to make regular use of an enclosed outside play area. A maximum of 24 children may attend the pre-school at any one time. There are currently 23 children from two to four years on roll. Of these, 14 children receive funding for nursery education. The pre-school can support children with special educational needs and children who speak English as an additional language. It is open during school terms. It operates on weekdays from 09.00 until 12.00. On Monday and Friday a lunch club operates when the setting is open until 13.00.

The pre-school, which is privately owned, employs five staff. Four of the staff, including the manager, hold appropriate early years teaching and childcare qualifications. The pre-school receives support from the local authority. Parent helpers assist at the pre-school on a rota basis

Overall effectiveness of the early years provision

The nursery suitably meets the needs of the children who attend and enables them to make progress in their learning and development. Staff promote many aspects of children's welfare with success, ensuring that they are safe and secure. Staff are aware of the progress made by children in their learning but are not yet using this information to plan for their next steps. Staff recognise that each child is unique and are developing the role of the key person to enable them to meet each child's needs. All staff have been involved in evaluating the group's strengths and areas for improvement, but this is in its infancy.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the role of the key person system to meet the needs of all children
- build links with other early years settings children attend to ensure that all adults who interact with the child contributes to their assessment
- provide different learning opportunities for children who need more challenge
- ensure flexibility in planning by keeping a focus on children's individual and present learning needs, interests and achievements

The leadership and management of the early years provision

The group is generally well organised. All required policies and procedures are in place and are effectively shared with parents and carers. Staff work well together

as a team and they are clear about their roles and responsibilities within the group. Children are safeguarded effectively through staff knowledge and understanding of the issues and required procedures. Thorough risk assessments are in place and are regularly reviewed to ensure the children's safety. Emergency evacuation drills are carried out with the children to ensure they are aware of what to do in an emergency situation.

Regular appraisals ensure that staff strengths and areas for development are identified. This also enables the management to monitor staff training needs and offer opportunities as they arise. A process for evaluating the strengths and weaknesses of the group, involving all staff, is in its infancy. Staff have identified areas for development but there is no plan in place to show how these areas will be addressed. Changes made to the garden area since the group registered have been successful in promoting outdoor learning for the children attending.

Partnership with parents and carers is strong. Parents are provided with good quality information about the group both written and verbally. Notice boards, regular newsletters and parents events introduce parents to the Early Years Foundation Stage and how the group offers this. Parents speak highly of the quality of the care their children receive and the approachability of the staff. Some children attend other registered settings. Links with these providers have not yet been made to ensure that what is offered is consistent and helps them to meet the individual needs of the children.

The quality and standards of the early years provision

Children enjoy a range of activities and experiences which, over time helps them to learn and develop. Staff have an awareness of the Early Years Foundation Stage and have a good understanding of the areas of learning. They systematically observe and assess the children as they play and make detailed notes of the children's achievements. However, this is not always used to inform planning to help children to move on to the next steps in their learning. Similarly, notes are made on children's interests, but these are not always included in future planning. A mixture of adult-led and child-initiated activities are offered to the children, with some resources available for them to independently select. Staff plan the indoor environment to encourage children to experience all areas of learning. Children enjoy daily opportunities to enjoy the fresh air and opportunities offered in the outdoor play area. However, staff do not always plan effectively for this area.

Children confidently play together and seek one another out to share experiences. For example, a child called excitedly that he was going to play in the sand and wanted his friend to join him. Older children share and take turns when playing board games. Older children communicate confidently with those familiar to them and willingly talk about their home life. For example, a child makes a "cappuccino" with the sand as this is what "mummy drinks". Younger children sometimes need more support to communicate with those around them. Children develop their understanding of the world as they explore the properties of melting ice, small shells and plant and care for bulbs and strawberry plants. Children learn about technology as they use the 'working' equipment in the role play kitchen, such as,

the toaster and the iron. Older children competently manage to use the digital camera and other programmable toys. Children's creativity and imagination is fostered as they enjoy imaginative play based on their own first-hand experiences, such as, making drinks. They join in with familiar songs and have opportunities to enjoy making their own musical instruments. Children experience numbers and problem solving during everyday routines. However, more able children are not always sufficiently challenged to help them to move on to the next step in their learning.

Children are beginning to learn about a healthy lifestyle. They are offered nutritious snacks and have independent access to drinking water. Lunchtimes, when offered are used to encourage the children to gain independence skills as well as the benefits of healthy eating. Children are aware of positive hygiene routines and willingly wash their hands independently after messy play. Staff are positive role models for the children, treating them with respect and praising the efforts and achievements. Children follow this lead and behaviour is generally good. All children have a key person allocated to them, but on occasions this does not work effectively to ensure that children's needs are met.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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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