

Skelmanthorpe Community Pre-School Playgroup

Inspection report for early years provision

Unique reference number	311308
Inspection date	12/01/2009
Inspector	Anne Bennett
Setting address	Nursery Building, Elm Street, Skelmanthorpe, Huddersfield, West Yorkshire, HD8 9DZ
Telephone number	0774 8692039
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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

Skelmanthorpe Community Pre-school Playgroup was registered in 1993 and operates from rooms below the nursery building in the village of Skelmanthorpe, near Huddersfield. The group has access to a foyer, large playroom, small playroom, toilet, and use of kitchen and storage facilities.

The group is currently caring for 32 children from two to five years of age for a variety of sessions and supports children with special needs but none who speak English as an additional language.

The setting is registered on the Early Years Register and opens five days a week in school term times. Sessions are from 09:00 until 12.00 and the group offers a daily lunch club from 11.30 until 13.00. Four permanent staff work with the children, three of which have an early years qualification to level 3 and one holds an NNEB qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children are engaged and motivated to learn through a wide range of interesting activities and experiences tailored to their individual needs and interests. Relationships with parents are effectively established and maintained through regular information sharing and a supportive and experienced team. Staff effectively observe and record children's progress; however, next steps are not clearly identified in individual records. The setting is committed to evaluating practice in order to sustain continuous improvement and has begun to use the Ofsted self-evaluation form to actively reflect on practice.

What steps need to be taken to improve provision further?

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

- continue to develop individual records to clearly identify next steps for children as they progress towards the Early Learning Goals
- conduct regular staff appraisals in order to identify training needs and ensure a programme of continuing professional development
- consider ways to involve all staff members in reflecting more actively on practice

The leadership and management of the early years provision

An established staff team ensures continuity for all children and supports the development of strong and trusting relationships with children and parents. Staff have developed a coordinated, cohesive approach and are responsive and tuned in to children's individual needs and appropriate levels of support. Detailed individual records maintained by each child's key person have been developed since the last

inspection and the setting has begun to implement 'Look, Listen, and Note', to support assessment processes.

Policies and procedures are consistently implemented and parents receive a recently updated welcome pack when their child joins the setting. They are offered the opportunity to re-visit policies and procedures and read their child's individual record when they work in the setting as a parent volunteer. Information and updates are also available in regular newsletters and parents are openly invited to share their views and opinions of the setting at committee meetings and social events. A supportive and actively involved management team is in place and staff demonstrate a high commitment to training, however, the appraisal system in place is not regularly implemented to ensure that continuous professional development is maintained.

Staff have a clear understanding of their roles and responsibilities in relation to safeguarding children. A comprehensive policy is in place, shared with parents and robust systems including detailed risk assessments are used to successfully monitor the ongoing suitability of the premises. Staff are effectively deployed, ensuring that children can safely explore independently and with support when required.

The setting recognises the importance of self-evaluation to monitor practice and is continuing to develop this process. Evaluation forms part of the weekly planning structure and discussions at regular staff meetings highlight strengths and areas for improvement and provide focus for activities based on children's ideas and interests. The setting has begun to use the Ofsted self-evaluation forms as a tool to support the self-evaluation process however; this current system does not fully involve the whole staff team.

The quality and standards of the early years provision

Staff use their secure understanding of the Early Years Foundation Stage to plan and provide a wide range of interesting and stimulating activities and experiences for children. Child-led planning based on individual needs and interests have been implemented. Comprehensive observations and assessments document children's development as they make good progress across all areas of learning; however, next steps for children are not clearly identified as they progress towards the early learning goals.

Positive interactions between staff and children are evident as they work together at the same level by the sand tray. Children new to the setting are given opportunities to develop secure attachments with staff as part of an effective settling in process and key person system. The water play area becomes a hive of activity as children begin to spontaneously investigate items that float and sink. Children count the figures that they have made using moulds, play dough, and choose appropriate tools to carefully add and count facial features. Role play resources including a toy pneumatic drill, ear protectors and a measuring tape capture children's interest and offer opportunities for them to become engaged and engrossed in drilling pretend holes in the floor and measuring items of

furniture.

Environmental prompts reinforce safety through daily routine by reminding children to hold on to the handrail when walking down the steps. Children take part in awareness raising activities using a zebra crossing to focus on the importance of waiting for cars to stop before crossing the road. The setting has recently implemented a café style snack time and invites parents to contribute healthy and nutritious snacks as part of the volunteer system. Outdoor play is offered to children on a daily basis and they are given the choice to stay inside or play out where they experience a range of different types of weather and develop independence as they put on their own hats and coats.

Staff are patient and sensitive and children appear at ease with visitors to the setting, proudly showing the collage pictures they have made. Children confidently access the computer and take part in sorting, matching, and counting games, gaining control of the mouse as they select different icons. Consistent praise and encouragement from staff ensures that children develop high levels of self-esteem and learn how to manage their own behaviour by developing understanding of taking turns and sharing popular resources.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
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?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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.