

South Milford Pre-school Playgroup

Inspection report for early years provision

Unique reference number EY373135
Inspection date 25/11/2008
Inspector Christine Snowdon

Setting address South Millford WI Hall, 71 High Street, South Milford,
Leeds, LS25 5AF

Telephone number 07518 138 656

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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

South Milford Pre-school Playgroup was registered in 2008. It is privately owned and operates from a large hall within the Women's Institute Hall in South Milford. The ramp to the front entrance provides easy access to all. The setting operates Monday to Friday during school term time only from 09.15 to 11.45. There is a fully enclosed area for outside play.

The pre-school playgroup is registered on the Early Years Register for a maximum of 26 children aged between two and five years. There are currently 46 children on roll. The group currently supports children with speech difficulties. There are four staff who work directly with the children. The manager and two of the staff hold qualified teacher status. The group also have a small team of volunteer helpers. The pre-school receive support from the local authority and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

The children are very happy, settled and confident in the stimulating environment and benefit greatly from the free-flow access to the outdoor play area. All children are provided with a broad range of opportunities that promote their learning and development, which they access freely throughout the session. Staff know the individual children very well and, as a result, meet their care and learning needs effectively. This is a newly registered provision and the owner and staff are continuing to develop their policies and procedures in line with the welfare requirements. Partnerships with parents, agencies and other settings are a key strength and contribute significantly to ensure children's individual needs are fully supported and met.

What steps need to be taken to improve provision further?

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

- further improve the current handwashing practice for children with regards to the toileting arrangements
- ensure the written complaints procedure is up to date and Ofsted's contact details are displayed correctly
- further develop the registration system to show the attendance of children, staff and visitors.

The leadership and management of the early years provision

The setting has a very welcoming atmosphere with enthusiastic, friendly and approachable staff who work effectively together as a team. For example, staff automatically re-deploy themselves to support the children as they free-flow between indoors and outside, ensuring good staffing levels and supervision at all

times. Staff arrive early before every session to transform the large hall into an exciting learning environment, which is very well resourced and easily accessible to all children.

The key worker system is effective; staff make close links with the parents of their key children and assist with their settling into the setting. They are each responsible for updating the children's learning journeys with observations, photographs and children's work, using this information effectively to plan for their next steps. Information is shared with parents and they are encouraged to be involved in their children's learning. For example, parents are made aware of the new Christmas songs so that they can help their children to learn them at home if they wish.

The manager and staff are well-qualified and committed to providing good quality care and education for all children. They keep up to date through attending training and seek additional help and support from the local authority advisors. Self-evaluation systems are developing well and completed by the manager and future plans to further improve the outdoor areas are already in place. Parents' views and suggestions are welcomed and sought through questionnaires and discussions. Policies and procedures are in place and are made readily available to the parents. However, the regulator's contact details, as set out in the complaints policy are incorrect. Additional information regarding the setting is available on the parent notice board.

Children are well protected through staff having a sound knowledge and understanding of safeguarding procedures. All staff are appropriately vetted and the volunteers are currently going through this procedure. Children's arrival and departure is recorded in the daily register. However, the staff and volunteers or visitors' attendance is not. This means that there is no clear record of which adults were present on any given day.

The quality and standards of the early years provision

Children are provided with a very good range of age appropriate resources, which are of good quality, easily accessible and promote all aspects of independence and free choice. All children are making very good progress in their learning and development. They are enthusiastic and motivated learners who engage in group and solitary play. Children are happy to see their friends and staff on arrival, self register and go straight into their play. They are beginning to write for a purpose as they attempt to put their names on their art work. The effective labelling and pictures around the setting further develops their concept of the written words and their meanings. They enjoy being creative and experimenting with colour as they mix the various colours together. They decide to paint their hands with the mixed dark colour then cover the paper with hand prints. Children are developing a positive interest in books. Staff's effective story telling techniques makes them interesting and exciting. As a result, children sit, concentrate and listen well to the story in the large group. They ask questions and predict what happens next as staff involve them in the telling of the story. No pressure is put on children who find it difficult to sit and listen; instead they are actively supported by staff at an activity of their own choice.

They particularly benefit from excellent opportunities to free-flow between indoors and outside. As a result, children maximise their learning and make independent choices to play outdoors whenever they wish. They have very good balancing and coordination skills as they walk along the plank, arms outstretched to prevent wobbling. More-able children demonstrate how they can do the same backwards. Staff encourage children to think ahead and predict what will happen next. They assist the children to set the plank across the wooden log and children walk along the plank steadying themselves as it balances. Staff ask them what will happen as they get further along the plank and the children say 'it will tip over'. Children develop a good understanding of counting, number and problem solving as they sit on the wooden log outdoors. They sing the song of the 'five speckled frogs' but then as more children want to take part there is not enough room for them all. Staff ask the children what should they do and they say 'we need another log'. With the staff's help they carry another log and place it alongside so that everyone can sit down and take part in the song. Indoors they count, sequence and place the matching bears onto the cards.

Risk assessments are carried out and daily checks of the premises ensure children's safety is promoted well. Children are learning about keeping themselves safe through routines, such as taking part in regular fire drills. Staff remind children of safe practice as they assist in the cutting up of the fresh fruit and vegetables for snack time. These include apple, banana, orange and carrot. Snack time is available for most of the session and allows children to play freely without interruption. A choice of milk or water is provided and staff talk to children about healthy eating and which foods are good for them. Children tell the inspector that 'milk makes your bones strong'. Hand washing arrangements are suitable at snack time and following creative activities. However, the use of a shared bowl of warm water after using the toilet does not promote good practice or reduce the risk of cross infection.

Behaviour is very good and staff act as good role models themselves, valuing all children say and do. As a result, children are very well behaved, sociable and well mannered. The 'Star of the Day award' is given out to those who have been exceptionally good or helpful. Everyone claps the children who receive them for helping to wash all the paint pots. These are proudly received and the recipients eagerly show the awards to their parents.

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.	2

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?	2
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 registration.

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.