

Turvey Pre-School Playgroup

Inspection report for early years provision

Unique reference number	219100
Inspection date	12/11/2008
Inspector	Kelly Eyre
Setting address	The Reading Room, High Street, Turvey, Bedford, Bedfordshire, MK43 8DB
Telephone number	01234888970
Email	
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Turvey Pre-School Playgroup has been open for forty years and is run by a voluntary management committee. It operates from The Reading Room in Turvey, Bedfordshire. A slope and a shallow step to the main entrance, and all facilities on the ground floor mean that the premises are accessible. Children have access to the fully enclosed outdoor play area.

The setting is open each weekday during term-time and sessions are from 09:15 to 11:45 on Monday to Friday, and from 12:30 to 15:00 on Tuesday, Wednesday and Thursday afternoons. There is also a lunch club each day from 11:45 to 12:30. There are 24 places for children in the Early Years Foundation Stage and there are currently 24 children attending who are within this age group. Most of the children live locally. Five attend other settings such as the early years unit of the local primary school and private nurseries.

The setting is also registered to provide care for children aged over five years. This provision is registered by Ofsted on the Early Years Register, the compulsory and voluntary Childcare Register. Children occupying these places share the same facilities as the children in the Early Years age range.

There are five staff members. Of these, four hold relevant childcare qualifications and one is completing training to achieve a Level 2 childcare qualification.

Overall effectiveness of the early years provision

Overall, Turvey Pre-School Playgroup makes good provision for children in the Early Years Foundation Stage. A particular strength is the flexible approach to planning, which is informed by assessments and includes children's individual needs and developmental stages. This ensures that they are offered relevant activities and are able to make good progress in all areas. Staff build secure relationships with children, offering them appropriate support so that they are able to participate meaningfully in the activities and daily routines. The manager works in partnership with staff to review practice, effectively identifying strengths and areas for improvement. There are clear plans to continue improving the practice of the setting and therefore ensure that children are offered positive daily experiences.

What steps need to be taken to improve provision further?

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

- promote children's safety further in the outdoor play area. This refers specifically to the low-level branches next to the door
- develop links further with all other settings providing for children in the Early Years Foundation Stage.

The leadership and management of the early years provision

The manager provides clear guidance and support to staff. She has procedures to maintain the efficient running of the setting, thus ensuring that children are consistently offered a secure environment. Good staff knowledge and thorough policies relating to safeguarding children ensure that their welfare is promoted and they are well protected. For example, there are robust procedures for checking that all staff and volunteers are suitable to work with children. Staff carry out daily safety checks and regularly review the comprehensive risk assessments. However, children's safety is not fully promoted as low-level branches at the entrance to the outdoor area pose a hazard.

There are thorough procedures for evaluating daily practice and formulating action plans. The manager and staff maintain a positive approach to feedback, taking action to address identified weaknesses and therefore improve the outcomes for children. An example of recent improvements is the extension of the assessment process so that this clearly shows children's progress and information can be fed more efficiently into the planning process. There are clear plans for the continuing improvement of the setting, including further changes to the outdoor play area.

The setting works well with parents and carers and ensures that there is a comprehensive exchange of information which is used to promote children's learning and development. Good links are maintained with the local school but links with other provisions providing care for children at the setting have not been made in order to fully promote consistent care.

The quality and standards of the early years provision

Children are offered a wide variety of stimulating activities and opportunities that enable them to make good progress across all areas of learning and development. Information is obtained from parents about children's skills, likes and dislikes. This is used to inform initial assessments and to monitor children's progress. Staff are able to respond quickly to children's interests and their individual developmental needs because the planning is flexible and is carefully linked to the comprehensive observations and assessments of the children. For example, staff noted that children were interested in cars and so worked with them to create their own role play garage. Children named this 'Turvery Garage' and thoroughly enjoy mending cars, contacting customers and writing notices and invoices.

Staff support children well and encourage their critical thinking and problem-solving. For example, a group of children work together to make their own books, experimenting and deciding on the best materials to use and the most effective methods for constructing and illustrating the books. The sensitive support and encouragement offers children the reassurance to express their ideas, to explore further and to share their thoughts.

The thoughtful provision of resources and planning of the environment means that it is rich in displays, words, numbers, rhymes and music. Staff ensure that these

resources are accessible to all children, encouraging them to explore and make choices. For example, children engaged in role play help themselves to materials to make letters, envelopes and stamps. Children enjoy using the outdoor play areas, accessing these freely. For example, children playing in the role play garage decide to mend the cars outside and thoroughly enjoy 'mending' and riding in the cars, extending this by making their own roadways and utilising directional road signs and parking bays.

Children work well together and eagerly share their thoughts and ideas. For example, children work together to make an obstacle course, showing great delight as they share this with their friends. They are competent in the use of technology, for example, selecting and completing programmes on the computer and printing out their finished work. Children are offered opportunities to learn about the importance of healthy lifestyles. They can explain why they wash their hands before eating and note the effect of exercise on their heart rate.

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.