

Stantonfields Pre-School Playgroup

Inspection report for early years provision

Unique reference number	141805
Inspection date	29/09/2008
Inspector	Bernice Magson
Setting address	Wood End First School, Redbridge, Stantonbury, Milton Keynes, Buckinghamshire, MK14 6BB
Telephone number	01908 316424
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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).

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

Stantonfields Pre-School Playgroup opened in 1996. It operates from two rooms within the main building of Wood End First School in Stantonbury, Milton Keynes. A maximum of 32 children may attend the pre-school at any one time. The group is open each weekday from 09.00 to 11.30 and 13.30 to 16.00. The group also offer a lunch club for a maximum of 20 children from 11.30 to 13.00. There are currently 57 children aged from two to five years on roll. Of these, 38 children receive funding for nursery education. Children come from the local and surrounding areas. The pre-school has procedures in place to support children with learning difficulties and/or disabilities. They are supporting some children who have English as an additional language. The pre-school employs ten staff. Of these, five have level 3 qualifications in early years, one is undertaking level 3 training, one has a level 2 qualification and two are undertaking level 2 training. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

This is a satisfactory setting. Achievement is good in personal development. In other areas of learning achievement is satisfactory because tasks are not always matched sufficiently to children's ages and ability and there are few opportunities for children to make independent choices. A committed team of supervisor, staff and chairperson of the registered committee ensure the pre-school operates smoothly. There is some instability in the membership of the registered committee, which limits their monitoring and review of provision and target setting. The school has a satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure the same level of challenge and independence is provided in all learning tasks for children of differing ages and abilities
- take steps to increase the membership of the registered committee so that leadership and management roles are shared in reviewing provision and promoting the school's future direction

The leadership and management of the early years provision

The school has effective procedures to safeguard children and protect them. Policies are fully in place to ensure that children and adults work in a health and safe environment. Following a recent review, good improvements have been made to security arrangements so that children can play safely. The school works well to create a partnership with the home and community by responding effectively to the needs of children and parents. Brochures and newsletters are translated into

Hindi and other languages to support children and families speaking English as an additional language. All children have access to the curriculum, because individual learning needs are identified and addressed well. The school seeks support from outside agencies if necessary, such as for children with speech and language needs.

The supervisor is very committed to improving her knowledge base and that of staff. For example, staff have undertaken recent training in sign language, and others have studied food and hygiene requirements. Currently, a review of all policies is taking place, although instability in the membership of the registered committee has limited the pace of review. Although good efforts have been made to appoint key personnel to the committee, responsibilities are shared among a small group of members. The committee is seeking to address this weakness so that they can be more effective in their monitoring and review of provision and in determining the direction of the school.

The quality and standards of the early years provision

In a bright and stimulating environment children are encouraged to learn and they show good levels of concentration. They have access to high quality equipment, such as in the outdoor environment which they share with the Reception class of the primary school. A variety of themes are planned to increase children's knowledge and understanding of the world and consolidate their skills across all areas of learning appropriate for their age. For example, a topic around the story of 'The Enormous Turnip' led to a discussion on healthy eating, pattern-making with vegetables, and a game of pushes and pull with cars. Staff are deployed well and undertake regular assessments of children's progress, which is recorded in a learning diary. Procedures have been extended recently to identify next steps in learning. However, at this early stage in the term, these assessments are not yet influencing the planning and activities are not always matched to the age and ability of children. This restricts progress, particularly of the younger children. For instance, older children enjoy counting and calculating activities at circle-time, but younger children find the tasks too difficult.

Children are making satisfactory progress in learning basic skills necessary to look after themselves and communicate their needs. They are beginning to make independent choices and access equipment freely in their play. Adults are supportive but do not always encourage children enough in expressing preferences, or exploring independently. For instance, adults often lead activities or provide equipment, and children wait passively to be directed. Senior supervisors have recognised that this is a weakness of the teaching which they are seeking to correct.

Parents are pleased at how well their children have settled in school and of their good development in personal and social skills. They describe how their children are gaining in skills of turn taking, and can enter in conversation with friends and adults. Behaviour is excellent. 'The school helps children to know themselves; their names, their likes and dislikes, and how to get on with their friends' commented one parent, reflecting the views of many. Outside agencies, such as the Children's

Centre, work well with the school and help to promote the partnership between home and school. Visitors from the community enhance the curriculum to help children understand more about the world around them.

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?	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?	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?	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?	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 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.