

Stenson Fields Playgroup

Inspection report for early years provision

Unique reference number 206879
Inspection date 08/10/2008
Inspector Roger Brown

Setting address Stenson Fields Primary Community School, Heather Close,
Stenson Fields, Derby, Derbyshire, DE24 3BW

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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

Stenson Fields Pre-School has been running for over 20 years and uses the community room at Stenson Fields Primary School as its base. There is an effective partnership with the school which ensures the club has good access to a range of facilities. The children have access in all weathers to a large enclosed courtyard in the school, and during the summer months access to the school field. A maximum of 26 children may attend the pre-school at any one time. Children attending the setting come from a wide area and they include some children with learning difficulties or disabilities and a small number who do not have English as their mother tongue. The setting is registered on the Early Years Register and the Childcare Register.

The pre-school is open five days a week during the primary school term time only. The morning sessions run from 09.15 until 11.45 Monday to Friday and from 12.30 until 15.00 on Monday, Tuesday and Friday afternoons. There are currently 44 children aged two-and-a-half to five years on roll. Thirty receive funding. The children attend a variety of sessions. There is good access to the site for everyone, including those with disabilities.

Overall effectiveness of the early years provision

The good quality of the provision ensures that children attending the pre-school settle quickly and clearly enjoy themselves. Parents are able to leave their children without fuss as the staff are well prepared and well organised. During the session, children are constantly and actively engaged in a good range of learning opportunities, both indoors and outside. These activities are well matched to their needs and interests. The staff know the children well, there is a warm and trusting relationship between them and the children, and similarly between the staff and the parents. Well-established, safe procedures and practices help to ensure a good quality care for all, whatever their needs or backgrounds. Straightforward, but thorough policies are in place and regularly updated, but the self-evaluation process, although planned, has yet to be started, which reduces the setting's capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- implement the planned staff involvement in the self-evaluation process
- build on the progress that has already been made in establishing a regular and robust assessment system which will give parents good information about the progress of their children

The leadership and management of the early years provision

The pre-school leader is experienced and knowledgeable. She has a good understanding of the children's developmental needs, and actively engages her staff in planning activities that are interesting whilst promoting their learning. This has helped to secure the success of the pre-school in supporting all children, whatever their backgrounds or needs. While staff are not yet involved in the process of self evaluation, improvements in the assessment and recording of the children's progress since the last inspection are already beginning to improve the quality of the feedback to parents and carers. Nevertheless, there is still some way to go before this work is fully embedded as part of the daily routine in the setting.

Rigorous checks on staff ensure the proper safeguarding of all children. Staff know and understand the procedures well, ensuring children's safety.

The quality and standards of the early years provision

Children's learning and development are good and they are constantly provided with a good range of interesting activities. Some they can choose for themselves, but staff actively encourage or direct them to other areas. This promotes a suitably wide and comprehensive range of skills. Activities vary and change so that no child becomes bored or disinterested. Good quality shared planning ensures that all staff are given clear directions for aspects on which they need to focus and on which children need to concentrate. The staff work together as a very effective team, show a constant awareness of children's needs, and take action when it is really important for them to intervene. They provide very good role models for the children. They are polite, kind, thoughtful and friendly. They praise accurately and consistently. If children struggle, they skilfully provide alternatives, guiding and persuading them to a successful outcome.

Everyone shows a strong appreciation of the need to keep everyone safe. Some aspects of the physical provision, such as the lack of direct access to the toilets, or the outside courtyard, have to be managed with great care, but this is done smoothly with minimum interruption to the learning environment.

Children enjoy the healthy snacks that are provided. They show good levels of understanding and responsibility for their own hygiene and help to tidy away when they have finished. Most enjoy using the outside area in all weathers as there are good outdoor resources. This area is attractive, very safe and thoughtfully set out, giving a range of different experiences and options.

The good range of activities encourages all the children to take part in some energetic play. They use their imaginations, as well as developing their academic skills, which is a good preparation for the next stage of their education. Story time is clearly enjoyed. There is a limited, but well used range of books and staff are adept at extending the children's casual knowledge and understanding of words and numbers, both in print and in casual day-to-day use. They capitalise well on opportunities that their interactions with the children give them to develop social skills, such as working together, taking turns and listening to what others have to say. Children's actions are reinforced and praised by the staff. This means that children are already recognising that everybody can make a positive contribution to

making all that they do work well.

Staff are constantly observing and supporting the children. They understand when and how to intervene. For instance, a member of staff uses signing to reinforce her conversations with a child with special needs, but does so very

naturally so that all children are included. The quality of the assessments made by staff have improved though there is still room for improvement. The leader acknowledges they should be more regular and thorough. The good use of digital photography is providing an effective mechanism for this work.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

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.