

Dosthill Park Pre-School Playgroup

Inspection report for early years provision

Unique reference number	218132
Inspection date	02/12/2008
Inspector	Janet Ann Keeling
Setting address	Dorcas Centre, off Blackwood Road, Tamworth, Staffordshire, B77 1JE
Telephone number	01827 260527
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).

Description of the setting

Dosthill Park Pre-school Playgroup opened in 1992. It operates from a community centre in Dosthill park, near to Tamworth town centre. The group have access to a large hall, quiet room, kitchen, toilet facilities and an outdoor area. The premises are accessible through the main entrance into the community centre. The group serves the local community and surrounding areas.

The pre-school opens five days a week during term-time only. Sessions are from 09:30 until 12:00, Monday to Friday, and 13:00 until 15:30 Monday to Wednesday. The group is registered to care for 30 children on the Early Years Register. There are currently 60 children aged between two years and five years on roll and of these, 30 children receive nursery education grant funding. The setting supports children with learning difficulties and/or disabilities. The setting has established links with other providers which provide for children within the Early Years Foundation Stage.

There are 12 staff available to work with the children all of whom hold a level 3 early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Dosthill Park Pre-school provides children with a friendly, well-organised and secure environment. The staff are highly motivated, work very well as a team and are extremely knowledgeable about the children in their care. Positive links are well established with parents and other agencies involved in supporting children's individual needs. The pre-school practice is fully inclusive where all children are valued and treated with equal concern. The provider demonstrates a sound commitment to maintain on-going improvement through the effective use of self-evaluation. All required documentation is in place and well maintained, although minor amendments are required to ensure that the Early Years Foundation Stage requirements are fully met.

What steps need to be taken to improve provision further?

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

- review and develop the assessment procedures to ensure children's starting points are clearly identified in order to plan for the next steps in their learning
- review and develop the risk assessment procedures to ensure they clearly demonstrate how all identified hazards are minimised on a daily basis and make sure that written documentation is maintained.

The leadership and management of the early years provision

The pre-school group is competently led and effectively managed. A detailed self-evaluation document has been introduced since the last inspection and is used as a working document to ensure that strengths and areas for improvement are clearly identified. All recommendations from the previous inspection have been fully met and implemented. An effective recruitment and induction programme together with comprehensive vetting procedures ensure that all adults working with the children are suitable to do so. On-going suitability of staff is monitored through an effective appraisal system, whilst regular staff meetings are held to ensure staff have ongoing opportunities to discuss their practice, views and ideas.

Children thrive because staff work in close partnership with their parents, other Early Years Foundation Stage providers and outside agencies. Staff develop meaningful relationships with parents and carers and value their contributions as partners in their child's learning. There is a daily exchange of information between staff and parents and regular parents evenings are held where parents can spend quality time talking to staff about their child's progress.

The staff work very effectively as a team; they are enthusiastic, dedicated to their work and are deployed effectively. Children benefit greatly from the high levels of staffing in the group and because all staff are qualified and experienced. Managers and staff have all attended the Early Years Foundation Stage training and are fully committed to ensuring that all children's individual care and learning needs are fully supported. All staff are fully aware of the local safeguarding procedures and have robust policies and procedures in place which are effective in safeguarding children. All documentation is in place, although some minor amendments are required to ensure the Early Years Foundation Stage requirements are fully met.

The quality and standards of the early years provision

Children benefit from a well-organised learning environment and from the staff's sound knowledge of how to develop learning through play. The planning is flexible; staff respond to children's individual needs and interests and follow these through, ensuring children's continuous development is fully supported. Staff observe children as they play and use the information gained to inform planning. However, on admission staff do not fully establish children's starting points which may impact on planning the next steps in their learning. Children make good progress towards the early learning goals due to the broad range of activities which are both adult-led and child-initiated. Children have a very positive attitude towards learning and respond enthusiastically to the full range of activities and first hand learning experiences provided. They have excellent opportunities to express their feelings, views and ideas. For example, there was great delight as the children wrote their name in the frosty surface on the bench and talked about what it felt like as the ice melted in their hands.

Children are very confident in their surroundings and make choices about their

own learning. For example, they decide whether to play indoors or outdoors and freely select toys and resources they wish to play with. Staff are on hand to assist when needed, for example, whilst helping children to put on their dressing up clothes and whilst placing apples on the bird table. Children are active learners, they are curious, ask questions and are very eager to participate in all activities. They engage easily in conversation with each other and in small and large groups. They confidently introduce themselves to visitors and enquire what they are doing in the pre-school. Children's behaviour is excellent; they learn to negotiate, share toys, take turns with equipment and show consideration for each other as they play together. They respond positively to the calm manner used by staff and to their well-directed praise. Children's achievements within the group are acknowledged through the use of a 'rewards board' when, at the end of the week children take home their reward slips which detail their achievement.

Children are kept safe because staff have a good understanding of creating a safe environment where risks are minimised. Although, whilst daily risk assessments are completed they are not recorded. Children take part in regular fire drills and are gently reminded about safety issues whilst playing outdoors. For example, children are aware of not bumping into each other whilst steering their cars around the play area. Effective steps are taken to promote children's good health and well-being including minimising the risks of cross infection and by following sound procedures when children are ill. Children are developing an awareness of healthy eating through topic work and food tasting activities. In addition, they are also able to purchase a piece of fruit at the end of the session from the 'fruit tuck shop'. Children learn about the wider world as they engage in role play activities, enjoy visits from the emergency services and are very competent and skilled whilst using the computer.

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 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.