

Thorpe Acre Pre-School Playgroup

Inspection report for early years provision

Unique reference number EY283409
Inspection date 30/10/2008
Inspector Patricia Underwood

Setting address c/o Thorpe Acre Infants School, Alan Moss Road,
Loughborough, Leicestershire, LE11 4SQ

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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

Thorpe Acre Pre-School Playgroup opened in 1968. It operates from a mobile unit situated in the grounds of Thorpe Acre Infant School in Loughborough. A separate secure outdoor area and enclosed garden can be freely accessed by children throughout the day.

There are currently 28 children on roll. This includes 19 funded children. Children attend a variety of sessions each week. The setting can support both children with learning difficulties and/or disabilities and those for whom English is an additional language. However, there are none on roll at present. The group opens five days a week during term time. Sessions are from 08.45 to 11.45 and 12.30 to 15.30 Monday to Friday. A lunch club operates daily for these children if required. The setting also runs a holiday club for four weeks during the summer holidays.

Five staff work with the children. All hold relevant early years qualifications: one has Level 2 and four have Level 3, one of whom has almost completed level 4. The setting receives support from the local authority and is on the Early Years Register.

There is disabled access to the playgroup with a ramp up to the mobile. The same ramp is also available to access the outdoor area. The playgroup has links with the infant school next door and with other infant schools that receive the children from the setting.

Overall effectiveness of the early years provision

Staff create a welcoming, inclusive and safe environment for all the children where a wide range of activities in all areas of learning is provided both inside and outside. The children's welfare is a high priority of the setting. Planning, although based on the Early Years Foundation Stage framework, lacks clarity of purpose for the activities. Assessment is carried out regularly by all staff involved with the children but it does not always highlight the next steps to be planned for the child. Partnership with parents is a strength and they speak very highly of the setting and the care provided for their children. All recommendations from the previous report have been implemented demonstrating the capacity to improve further is good.

What steps need to be taken to improve provision further?

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

- ensure planning clearly states objectives for activities linked to the early learning goals
- ensure daily assessments include information about each child's next steps for learning

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of complaints and any subsequent action 01/12/2008

taken

The leadership and management of the early years provision

Arrangements for safeguarding the children are effective, being reviewed and updated when required, and understood by all staff. Effective procedures are in place for identifying a child who may be at risk. These procedures ensure the children are well protected and staff are well focussed on promoting the children's safety and welfare. The policy for complaints is in place but the setting does not have the required log book to record any complaints and the actions taken. Resources are well used to engage the children in their learning and regular assessment ensures all children make good progress in their development from whatever their starting point.

Very well established partnerships with parents are in place. Parents have very positive views about the setting. 'My child settled very quickly', 'My child does not want to go home' and, 'I would definitely recommend it' are all comments which reflect their confidence in the setting. Parents receive verbal feedback about their child daily but also written reports with photographs, in the home link book. A home link bag provides parents with suggestions for activities to share at home with their children. A half termly sheet entitled 'All about me' enables parents to contribute effectively to their child's learning. Here they note what their child likes to do and how their interests may be changing. These are having a positive impact on the children's learning and help staff plan relevant activities.

Very good liaison with outside agencies ensures appropriate provision to support children with learning difficulties and/or disabilities and those for whom English is an additional language. Links with the infant school next door are very good. Links with other infant schools are good and developing as the staff try to ensure the children visit their new school.

The setting knows itself well. Systems are in place to evaluate strengths and areas for improvement, but the time span for the reviews is too long and the self-evaluation process itself has not been updated for some time.

The quality and standards of the early years provision

The stimulating and attractive environment creates a place where children are happy, settled and keen to explore their surroundings. All staff have a good understanding of the EYFS learning and development requirements. This understanding is greatly enhanced as each member of staff is responsible for planning a week's activities. Planning is flexible and offers many opportunities for child-led activities. The adults' role is to guide and support the children in their choice of activities, ensuring relevant skills are being developed while also leading some activities themselves, such as making divas as part of a topic about Diwali. Children are regularly assessed but the assessment does not always highlight the next steps to be planned.

Planning is closely matched to the EYFS but lacks clarity of objectives and purpose for the chosen activities. Each child has a planning sheet that records achievement, interests and the next steps to be taken. These sheets are used to inform planning, thus ensuring all children are appropriately challenged. Key workers spend time with the children following up areas for development, for example their phonic or numeracy skills. As the tasks are well matched to the children's needs, all make good progress including those with learning difficulties or disabilities or for whom English is an additional language. Judging by their happy, smiling faces children enjoy the activities.

Children's economic well-being is well promoted through the strong emphasis on speaking and listening. Consequently children are highly confident to respond to adults' questions. They particularly enjoy sharing books and counting objects in the pictures. They thoroughly enjoy singing a variety of rhymes and action songs including topical ones about Diwali, which are effective in promoting their cultural understanding. Computer skills are developing well and children have good mouse control as they move the cursor across the screen.

Children's positive contribution is developed well as they are encouraged to become good listeners and praised for appropriate behaviour. Their personal and social skills are developing well, as they begin to listen, take turns, work together and respect each other.

The outdoor area is well used, even in the rain, to extend opportunities for children's development. It offers a wide range of activities in most areas of learning including the use of wheeled toys to promote their physical development. Staff are very patient and caring, devoting a lot of time to supporting and guiding the children, especially when they first attend. This gives the children the confidence to explore for themselves.

Promotion of children's safety and welfare is a priority. All staff work as a team to ensure the highest quality of care. Healthy snacks are provided, with water always available. Children learn to keep safe and be healthy because their personal hygiene is regularly instilled, and they have regular opportunities to exercise their bodies through the weekly use of the school's hall.

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? | 1 |
| 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.