

Pickering Pre-School Playgroup

Inspection report for early years provision

Unique reference number	400311
Inspection date	28/01/2009
Inspector	Linda Cook
Setting address	Hall Garth, Pickering, North Yorkshire, YO18 7AW
Telephone number	0791 0147095
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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).

Description of the setting

Pickering Pre-School Playgroup is a long established group which operates from the church rooms in Hallgarth, close to the town centre. It is managed by a voluntary committee of parents. They offer four sessions a week on Monday, Wednesday, Thursday and Friday from 09.00 to 11.30, term time only. They also run a parent and toddler group on a Tuesday, Wednesday and Friday.

The group is registered on the Early Years Register to provide care for a maximum of 24 children. They admit children from two years six months old and offer funded places for three and four year old children. There are currently 34 children on roll.

There are five members of staff, all of whom hold a relevant childcare qualification. The group welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language. The group is a member of the Pre-School Learning Alliance and receives the support of the local authority.

Overall effectiveness of the early years provision

Pickering Pre-School Playgroup provides children with consistent care in a secure and supportive environment. As a result they make sound progress in their learning and development. Inclusive practice ensures all children are involved in a broad range of activities which supports their learning appropriately. Partnerships with parents are effective in most aspects, and they have access to detailed information regarding the setting and children's daily activities and progress. The setting has started to introduce new systems to meet the requirements of the new Early Years Foundation Stage (EYFS) however, these are not yet fully developed to ensure they are fully effective.

What steps need to be taken to improve provision further?

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

- continue to develop a system of self-evaluation to clearly target actions for improving outcomes for children and to monitor the effectiveness of the education programme provided
- continue to develop the key worker system to strengthen relationships between children and their key worker
- provide more opportunities for children to count and complete simple problem solving exercises in fun and practical ways, particularly in the daily routines.

The leadership and management of the early years provision

Children benefit from a staff team who demonstrate a commitment to continued training and improving the quality service they provide for children and their

families. Recommendations made at the last inspection have all been addressed improving outcomes for children. The setting has recently introduced a system of self-assessment which staff and management have worked on together to identify areas for development. However, this is not yet fully effective as it does not monitor the effectiveness of the educational programme that is provided. Clear policies and procedures which are regularly reviewed are followed by staff and made available to parents. A key person system supports the children's individual learning needs, and provides a point of contact for parents. However, this is not used to full effect in order establish strong relationships between the children and their key worker.

The staff create a stimulating inclusive learning environment, inside and outside and children are motivated to investigate and explore. The broad range of resources in the indoors are invitingly presented. They are organised effectively to provide defined areas of learning and enable children to move freely to select their chosen activity. The outdoor area is well used each day and new learning opportunities continue to be developed.

Effective procedures safeguard the children and promote their welfare. These include a detailed risk assessment covering all areas of the provision, which is regularly reviewed. A clear child protection policy further ensures children's welfare and gives staff clear procedures to follow should they have concerns.

The quality and standards of the early years provision

Children are happy, settled and well behaved as each child's individual needs are known and provided for. They participate eagerly in a well resourced learning environment enjoying planned, purposeful play, with a good balance of child-initiated and adult-led activities. Children are confident to select their own resources to extend their play and motivate their learning.

Children explore capacity and volume through sand and water play and learn to name and recognise simple shapes as they play with shape sorters. However, opportunities for children to practise and extend their counting and problem solving skills in fun and practical ways in the daily routines are limited. Children extend their vocabulary and communication skills as they chat to staff who are interested in what they say. They demonstrate emergent writing skills as they use resources in the mark making area and attempt to write their names on their work. Wall displays and posters indoors and outdoors help children's letter and number recognition. Physical development is promoted well through a wide range of indoor and outdoor equipment and activities. For example, children enjoy jumping on the trampoline, balancing with their friends on the rocker, playing outdoors with balls and manoeuvring wheeled toys. They enjoy a variety of craft activities, such as making Chinese lanterns, and concentrate for extended periods of time in order to achieve the effect they desire. They use their imagination as they act out scenarios, for example, as they line up chairs and pretend they are travelling in a car and on a bus.

Trips out into the local community and visitors to the setting increase children's

awareness of the local community and bring interest to the planned activities. For example, when the role play area was turned into a post office, children went into town to post letters and the post woman visited in her post van and brought her post bag to show the children. They learn about the wider world as they celebrate festivals from their own and other cultures and taste food from other countries. The use of programmable, push button toys and a digital camera successfully increases children's understanding of technology.

Children enjoy a healthy snack time. They choose from a variety of healthy options such as fresh and dried fruit, crackers and noodles. They learn how things grow as they grow seeds and plants in tubs in the outdoor area. They learn the importance of keeping themselves healthy and become independent in attending to their personal care needs; developing good hygiene routines. They wash their hands before eating and after messy play and begin to understand why this is important.

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?	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?	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.