

Pavilion Pre-School Playgroup

Inspection report for early years provision

Unique reference number	311302
Inspection date	22/06/2009
Inspector	Janet Skippins

Setting address	Hepworth and Scholes Youth Club, Whitewells Road, Scholes, Holmfirth, West Yorkshire, HD9 1TB
Telephone number	07713092471
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 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

Pavillion Pre-school Playgroup was registered in 1991. It is a voluntary organisation, managed by a committee of parents. It operates from a youth club in Scholes, Holmfirth. The playgroup is registered on the Early Years Register. A maximum of 24 may attend the playgroup at any one time. There are currently 39 children aged from two to under five years old on roll, who attend for a variety of sessions. It is open each weekday from 09.00 to 12.00 and on Thursday from 13.15 to 15.15, in term time. All children share access to an outdoor play area. There are six members of staff who work directly with the children, all of whom hold relevant childcare qualifications. The playgroup is registered to provide out of school childcare, but this service was not available at the time of the inspection.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy and settled at the playgroup and benefit from a warm, inclusive and welcoming environment. They are making good progress towards the early learning goals and their welfare is promoted well. The provider is able to assess the setting's strengths and weaknesses, and has a positive attitude to improvement, although the system for self-evaluation is still in development. The setting recognises that the systems to observe and assess the children's progress are in development. All documentation for the safe and efficient management of the setting is in place. The playgroup has good partnerships with parents and other agencies.

What steps need to be taken to improve provision further?

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

- continue to develop the system for self evaluation
- continue to develop the observation and assesment records to link to the areas of learning and show the next steps for children's learning.

The leadership and management of the early years provision

The setting runs very smoothly on a day-to-day basis, with staff having a clear understanding of their roles and responsibilities and resources are used well to ensure the children have all the equipment they need. Consequently, all the areas of learning are covered continuously. The stimulating environment both indoors and out helps children progress well towards the early learning goals. Staff have gained a high level of knowledge and understanding of the Early Years Foundation Stage through attending training. They put this knowledge into practice by planning a good range of stimulating activities based on children's interests. This results in the children showing a positive attitude to their learning ,and having good levels of achievement in relation to their starting points and capabilities. However, although the playgroup staff observe and record the children's

development well, the records do not link to the areas of learning or show the next steps for children's learning. Staff work in close partnership with other settings, such as, the school which the playgroup children move on to, teachers visit the playgroup to meet the children and children visit to the school. Community events such as Teddy Bears picnics are organised jointly. The playgroup has a good partnership with parents. Relationships of mutual trust are maintained, because parents are made to feel welcome when they bring their children to playgroup. Parents look at the activity plans which are attractively displayed on the playgroup wall and show how their children's interests are incorporated in to the planning. This helps them to support their children to learn through play at home. Parents complete questionnaires which show they are very happy with the playgroup. They say they find the staff very approachable, and feel they can stay and settle their children for as long as necessary.

At the last inspection a number of recommendations were made. The playgroup was asked to make improvements to record-keeping. This has been given attention, and clear systems are in place which enhance the management of the setting. They were also asked to extend procedures regarding recruitment, induction and appraisal of staff. This has been given good attention and there are now clear systems in place to ensure that all staff are suitable to work with children and their continuing effectiveness is monitored. Children's safety has been improved because there is now a safe procedure to dispose of spilt sand, and the children always sit at the table when eating. The playgroup was also asked to develop planning systems for nursery education and a new system is in place which shows that all the areas of learning are being covered. Parents are now more involved in their children's learning. However, the system to show the next steps for children's learning in their individual observation and assessment records is still in development. The playgroup is starting to use the formal self-evaluation system, but currently evaluates the service through other methods involving parents, staff and the local authority. This results in a service that is responsive to the needs of children and their families. A development plan is in place, which shows the playgroup is to apply for grant aid to improve access to the building and to enhance the outdoor area. This demonstrates the playgroup's commitment to continuous improvement.

Through attending training courses at various levels, the manager and staff have a good knowledge of safeguarding children. There is a clear, detailed policy in place and the playgroup works well with parents ensuring that the welfare and protection of children is a high priority. Staff vigilance ensures that visitors are closely monitored and adults working with children are suitable to do so. The playgroup premises and outdoor area are safe because of detailed written risk assessments are used effectively. Children are taught to be safety conscious, for example, by learning about the danger of fire through practising regular fire evacuations.

The quality and standards of the early years provision

Children's learning and development is good in relation to their starting points and capabilities. Children are confident and learning independence and social skills.

They are well motivated, very happy and settled in playgroup. The environment is well organised in clearly defined areas and the children have a large amount of space to move about freely. They are able to self-select from a good range of toys and resources. Children stay healthy because they have free access to the outdoor area where they learn about nature. They spend long periods hunting for creatures, such as, slugs, snails and woodlice. They also take part in growing strawberries and herbs, playing in the large sandpit and riding their trikes. Children make a positive contribution to the running of the playgroup and develop skills for the future. For example, when they arrive at playgroup they can choose to help themselves to toast, then they butter their own toast confidently. Children behave well and learn to keep themselves safe by responding to the rules, such as walking rather than running indoors.

Children have high levels of concentration and spend long periods working independently using the computer to develop their IT skills. Messy play is given high priority in the playgroup with children being free to access paint, glue, dough, sand and water at all times. They independently help themselves to books and look at them in the comfortable sensory area. Counting skills are developing well because children enjoy singing number rhymes and counting spoonfuls of flour into the mixture as they make play dough. They also enjoy walks in their local community when they use cameras to photograph shapes and numbers. They are beginning to learn about people from different backgrounds by using resources, such as, books and dressing up clothes and celebrating festivals from around the world. Staff spend time talking to the children, supporting them and they provide a good balance of adult-led and child-initiated activities. The children relate well to staff, for example, they talk with them about the bugs as they hunt for them. Staff respond well with explanations, which are pitched at the right level for the children to understand.

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?	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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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