

Sudbrooke Pre-School Playgroup

Inspection report for early years provision

Unique reference number	253555
Inspection date	22/06/2009
Inspector	Susan Riley
Setting address	Sudbrooke Village Hall, Scothern Lane, Sudbrooke, Lincoln, Lincs, LN2 2SH
Telephone number	01522 754047
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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 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

Sudbrooke Pre-School Group was first established in 1987. The setting operates from the village hall and is shared with other users. The village hall grounds are used for outside play. The group is situated approximately six miles from Lincoln city and serves the local community and surrounding villages. All children share access to a secure enclosed outdoor play area. A maximum of 24 children aged two and a half to five years may attend the setting at any one time. There are currently 31 children attending who are within the Early Years Foundation Stage (EYFS). The group is also registered by Ofsted on the compulsory and voluntary Childcare Register. The setting is open on Monday from 09.00 to 11.30, and 12.30 to 15.00 Tuesday and Wednesday, and Thursday from 09.15 to 12.00, during school term time. The group supports children with learning difficulties and/or disabilities and English as additional language. The group employs six members of staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification. The group are members of the Pre-School Learning Alliance and receive support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children engage in many worthwhile activities in the group and as a result make steady progress in their learning and development. Staff develop warm relationships with the children and take account of their individual needs and interests when planning for the sessions. Most aspects of children's welfare is promoted, although some of the required documentation is not in place. Staff work in partnership with parents and other agencies to meet every child's needs. The staff have started to make some use of self-evaluation to identify key strengths and areas for development.

What steps need to be taken to improve provision further?

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

- develop further the use of observational assessment to clearly identify where each child is in their learning and plan effectively for their next steps
- raise awareness of safeguarding issues with regard to if an allegation is made against a staff member
- plan activities to effectively challenge the children in all areas of development.

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

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

08/07/2009

- ensure a record is maintained of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).

08/07/2009

The leadership and management of the early years provision

The management committee and the staff work well together to ensure the setting meets the needs of the children attending. They have a suitable range of policies and procedures in place to guide the practice in the setting. Documentation is, on the whole, well organised and supports the care of children effectively. However, written consent for seeking medical attention in an emergency is not in place. This does not fully protect children as the staff are not aware of the parents' wishes. Staff do complete a visual risk assessment before each session. However, they do not maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. This potentially places children at risk. Appropriate recruitment procedures are in place to ensure suitable adults are employed to work with the children. Staff undergo a basic induction process and attend training appropriate to their roles, such as first aid. They show a suitable understanding of the indicators of abuse and neglect and know how to respond appropriately to any concerns about a child. However, the staff do not fully understand what they would do if an allegation was made against themselves. Staff have a satisfactory knowledge and understanding of the Early Years Foundation Stage framework.

Parents are encouraged to share what they know about their children, particularly when they first start to attend. Staff gather information about the children's interests, abilities and needs so that they plan meaningful experiences for them and this helps children to settle in well. Through conversations and access to records, parents receive basic information about their children's achievements. Parents receive information about the setting and the early years provision. They are encouraged to be involved in supporting their children's learning and development in different ways. For example, the children take home books to read with the parents and they take turns in taking home 'Barnaby Bear' and then reporting back on what exciting things they have done together. The staff and committee work hard to make ongoing improvements to the provision. They take on board advice and actively implement plans to raise standards. For example, since the last inspection the setting has set up a drinking station so children can freely access their own bottles of water as they become thirsty. This also promotes children's independence. The staff have also reorganised the play space and their resources so that the zoned learning areas fully support children's learning.

The quality and standards of the early years provision

Children make suitable progress in their learning because they are happy and settled and have opportunities to learn through free-play activities that keep them purposefully engaged. They benefit from the accessibility of a wide range of

resources, which allows them to follow their own ideas and interests. Each day, the staff plan and set out different activities in the appropriate learning zone and the children are keen to get involved. Staff listen and respond to children appropriately, which helps their communication skills. They record observations of children's achievements. However, they do not use this information to help identify children's next steps for development across all areas of learning, which also means that the relevant support and challenge is not always provided. Children begin to recognise their names as they select their name cards for self-registration when they arrive. Suitable opportunities are provided for them to make marks and practise their letter formation within the writing zone. Children do enjoy using the white boards and most children are keen to write and/or make their own marks. When playing a game of hide and seek the children count well and know the rules of the game. They problem solve as they complete complicated puzzles, or build very complex structures from the wooden blocks. Children are very confident with the use of the computers and they do enjoy these. Staff monitor the use of these with the large egg timers. Children do spend time outside every session and in poor weather the group have waterproofs and Wellington boots for the children to wear. Within the grounds the children have access to a small adventure playground which helps to develop their larger muscles.

Children's understanding of healthy practices is sound and they make suitable choices when choosing what they want to eat at snack time. Their independence is promoted as they pour their own drinks and see to their own snack, they also wash their own pots after eating. Their social skills are developing as they go along and eat with their friends in the setting's café style approach snack bar. Children are beginning to understand how to keep themselves safe, through visitors to the setting they are learning about 'stranger danger' and 'road safety'. With the staff regularly practising the fire drill, the children are learning how to act in emergency situations. Children behave well and staff encourage sharing through the use of the large egg timers and children do respond to these. For example, one child had been on the computer for some time and the staff member explained to the child that their time was finished when the sand had run through the timer. They also have a 'Kindness Tree' in which children are awarded leaves to stick on the tree for acts of kindness.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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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