

# Tutbury Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	EY218984
<b>Inspection date</b>	21/04/2009
<b>Inspector</b>	Linda Gail Moore
<b>Setting address</b>	Tutbury Youth & Community Centre, Cornmill Lane, Tutbury, Staffordshire, DE13 9HA
<b>Telephone number</b>	01283 520346
<b>Email</b>	
<b>Type of setting</b>	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**

Tutbury Pre-School opened in 1973. It operates from two rooms in the Youth and Community Centre in Tutbury. A maximum of 26 children may attend the pre-school at any one time. The pre-school is registered on the Early Years Register. It is open from Monday to Thursday from 09.00 until 15.00 and on a Friday morning from 09.00 until 12.30, term-time only. Children attend for a variety of sessions. The setting is accessed via a ramp and all rooms children access are on ground floor level. There are currently 44 children on roll aged from two years to under five years. Of these 44 children, 30 receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language. Seven staff are employed, five of whom hold an appropriate Early Years qualification. The remaining staff are working towards a qualification. The group are managed by a parental committee, they receive support from the Local Authority and are a member of Pre-School Learning Alliance.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Staff have a secure understanding of their role within the delivery of the Early Years Foundation Stage and provide an inclusive and welcoming service. Children's learning and development is supported well and consequently, they make good progress. The pre-school have formed good relationships with parents and information is shared on a regular basis to ensure all children are included and their individual needs are met effectively. Although staff are committed to improving the practice, a system to self-evaluate is lacking. Risk assessments are used to identify and remove most hazards, however, plaster is coming off the wall in the playroom and this could be a potential risk.

## **What steps need to be taken to improve provision further?**

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

- make the indoor area safe in respect of the loose plaster on the playroom wall
- develop further the systems for self-evaluation to identify strengths and prioritise developments to maintain and improve your setting, taking into account the views of staff and parents
- develop further the system of planning and assessment to plan for individual learning priorities.

## **The leadership and management of the early years provision**

The pre-school is welcoming to children and their families and staff display a positive attitude towards providing an inclusive environment for all who attend.

Records, policies and procedures are well-maintained and used effectively to promote positive outcomes for children. These are shared with parents to ensure they are fully informed of the setting's practices. Good quality information about the Early Years provision is provided within the welcome booklet and throughout the many displays. The suitability of staff is ensured as rigorous recruitment, vetting and induction systems are in place. Appraisal systems are used to identify staff's training needs and ensure their ongoing development. Staff work well together as a team and are aware of their individual roles and responsibilities, meeting regularly to discuss and reflect on their practice. They also receive a good level of support from the parent committee. The manager and staff have a strong knowledge of safeguarding procedures and a clear understanding of how to report any concerns about children in their care. This helps to protect them from harm and neglect.

The premises are clean and generally well-maintained, providing good space for children to play comfortably and enjoy their day. Walls are decorated with children's art work and posters and this creates a bright and cheerful environment. Play areas are organised effectively and resources are suitable and safe for children to use. Detailed risk assessments are carried out for all areas of the premises and any outings undertaken. These mostly ensure children's welfare, however a safety issue remains in respect of the loose plaster on the playroom wall. Good procedures are followed to ensure children are kept safe when away from premises. For instance, staff are vigilant in their supervision of children, who all wear fluorescent vests and wristbands with the setting's phone number on. Positive steps are taken to minimise cross-infection. Children are encouraged to develop good hygiene habits such as washing hands before eating and after using the toilet. They learn the importance of a healthy diet and taking exercise. Staff provide healthy foods and children can independently access drinking water throughout the session. A 'running' snack time allows children to decide when to eat and they enjoy helping themselves such as making their own wraps using cheese, lettuce and tomato. Children have daily opportunities to be active and develop a range of physical skills as they engage in a range of play in the well resourced outdoor area.

Staff are fully committed to working in partnership with parents and carers. An effective key worker system is in place and staff obtain valuable information about each child prior to starting, including a home visit if necessary. Staff liaise well with other settings such as the local school and registered childminders who take and collect children. Relevant information is shared to promote continuity and cohesion in children's learning. The setting also receives support from the local authority Early Years Partnership and people working within the community, such as the local toy library who visit the group each week to give parents and children the opportunity to loan equipment and toys. The setting demonstrates good capacity to improve, however, the system to monitor and evaluate the practice is not fully developed to identify strengths and areas for improvement.

## **The quality and standards of the early years provision**

Staff are caring and considerate and develop warm and trusting relationships with children. They sensitively observe children as they play and complete written records such as 'learning journeys'. This information along with photographic evidence and information supplied by parents, builds into a profile for each child that charts their progress and development. These profiles are shared with parents and they are encouraged to share their views and contribute to their child's care and learning. Staff are knowledgeable about child development and use the information they gather to identify children's next steps in learning. Children are grouped during play sessions according to their ability. However, activity plans are not sufficiently developed to identify children's individual learning priorities.

A wide variety of activities are provided at each session, these are well-organised and offer a good balance of adult-led and child-initiated play. Interaction between adults and children is good. Staff make effective use of open-ended questions to encourage children to think and express themselves. This helps extend their learning and communication skills. For example, children play with dry sand and learn how the sand goes through a sieve. Staff support as they experiment and reason as to what else will pass through the holes and what will not and why. Children learn to make decisions about their play and when to eat snack. Independence is encouraged as they help tidy toys and clear away their own plate and cup after eating. Children enjoy books and stories in a comfy reading area where there is a soft mattress and cushions to sit on. Staff have created a range of story sacks for children to choose from. They share these together and children enjoy listening to and acting out each story. Children gain confidence in speaking out in front of others, as they eagerly share their ideas and stories during circle time. They sit patiently, listen well and await their turn. Staff write down what they discuss on a marking board and children show a keen interest to mark make too and write on the board.

Skills needed for numeracy and problem solving are practiced during games and activities. Children have regular opportunities to count, for instance the number of children at registration or how many legs the spider has when singing 'Incy-Wincy spider'. Children learn to sort and match, for example, farm animals into different size, type and colour. They enjoy daily opportunities to be creative with a range of art and craft resources such as drawing, painting and sticking. Music sessions allow them to explore rhythm and movement using different music and musical instruments. They develop fine motor skills as they manipulate play dough with their hands and use rolling pins and cutters. They help staff make the dough and learn to weigh and measure the ingredients that are needed. Children have excellent opportunities to learn about their community and the wider world. They visit a dental practice and doctor's surgery, where they meet staff and look around and identify different objects such as a stethoscope. Staff are successful in promoting good behaviour. Their consistent use of praise, encouragement and positive reinforcement helps children develop good social skills and a sense of self-worth.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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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