

Willoughby-on-the-Wolds Playgroup

Inspection report for early years provision

Unique reference number	258573
Inspection date	05/06/2009
Inspector	Patricia King
Setting address	Village Hall, London Lane, Willoughby on the Wolds, LOUGHBOROUGH, Leicestershire, LE12 6SX
Telephone number	07939 890354
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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

Willoughby Pre-School Playgroup opened in 1980 and operates from the village hall, situated in Willoughby-on-the-Wolds in North Leicestershire. The setting is on one level and is fully accessible. Children attend from the immediate locality and wider geographical area. A maximum of 24 children in the early years age range may attend at any one time. Opening times are 09.30 until 12.00 weekdays except Thursday, term times only. All children share access to a secure outdoor play area.

The setting is in receipt of nursery education funding and supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register. There are currently 17 children aged from two years to under five years on roll, of these, seven receive nursery education funding.

There are four members of staff employed to work with the children, of these, three hold appropriate early years qualifications and the remainder is working towards a qualification. The setting is a member of the Pre-School Learning Alliance. They receive support from the Special Educational Needs mentor and a Foundation Stage teacher from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff work in close partnership with parents and other agencies to ensure that all children are fully supported and enabled to benefit from their time at this pre-school. Staff know the children well and work as an enthusiastic, informed team to ensure that children's individuality and needs are successfully provided for. A safe, secure, stimulating environment is created offering an interesting and diverse range of activities and learning opportunities indoors and outside. Comprehensive policies and procedures are in place to support the safety and welfare of children and staff demonstrate secure understanding of how to use these effectively. This setting has not yet established effective systems to evaluate their strengths and weaknesses and secure ongoing improvements.

What steps need to be taken to improve provision further?

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

- ensure that parents have the opportunity to be a part of their child's learning by contributing to an assessment of their learning and abilities to establish what children can already do and inform planning for what they need to do next
- improve the opportunities for children to learn about other people's cultures and lifestyles in order to understand and celebrate the similarities and differences between them in a diverse society
- develop effective systems to ensure that the individual needs of all children

- are met with regards to lunchtime activities
- ensure that efficient systems are in place to monitor and evaluate the effectiveness of the setting and plan for ongoing improvement.

The leadership and management of the early years provision

The manager is well-qualified, experienced and has a positive vision which has enabled her to establish a quality service to children and their parents to meet their individual needs. She leads a knowledgeable, enthusiastic team of workers committed to a common aim of promoting children's welfare and helping them to make good progress in their learning. The setting has established effective partnership with others involved in the children's lives, for example, the parents, schools and specialist workers. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the pre-school. However, parents are not routinely asked to contribute to an initial assessment of their child's learning and abilities which means that these important details are not always available to be used to inform planning. Parents feedback their satisfaction and positive comments about the ways they are informed and included in their child's learning and development journey at the setting and in the home.

All required policies and procedures are in place and regularly reviewed to ensure they are effective. Staff demonstrate good understanding of their responsibilities with regard to safeguarding children and describe clearly how to take appropriate action to report any concerns they have. Written risk assessments are detailed and regularly reviewed which means that potential dangers to children are minimised.

All recommendations from the last inspection have been completed, however the setting does not have effective systems to evaluate their performance overall which means they have not secured their plans for ongoing improvement.

The quality and standards of the early years provision

Children's welfare, learning and development are effectively promoted. The environment is decorated with displays of children's work, educational materials and illustrations to support learning and behaviour. Good quality resources and well-planned activities are kept within easy reach of children to promote independence and choice. Staff have good understanding of the Early Years Foundation Stage and consistently plan interesting and challenging activities and opportunities for children to learn and develop in all areas of the curriculum. This means that children display a sense of belonging and positive self-esteem as they enter the pre-school confidently, anticipating and eagerly settling into the daily programme.

Staff know the children well, they have positive relationships and encourage them to be confident and interested in their play thus developing good attitudes towards learning. Any frustration or distress is soothed by gentle support from staff always ready to comfort and help children settle when separation from their carer is

difficult. Staff demonstrate good role models and help children learn about keeping safe and healthy as they practise appropriate behaviour in activities and daily routines. For example, children knowingly explain the importance of having a healthy, balanced diet and good personal care and are learning road safety procedures through their walks into the village. Spontaneous opportunities for learning are captured effectively, for example, a discarded snake skin brought into the pre-school intrigued and enticed the children into imaginative questions, discussion, sharing experiences and knowledge and seeking further information from an appropriate book. The children are encouraged to explore and learn about the natural world and the world around them and have hands-on opportunities to plant and cultivate vegetable and fruit crops at the setting.

Children are confident to ask for help and support with an activity or the telling of a favourite story which they enjoy sharing and adding their own contributions. They are learning to show concern and care for others as they develop friendships, help each other and occasionally raise funds for others less fortunate in their community and the wider world. However, there are limited opportunities for children to learn about different lifestyles and others living in the wider world. The outside play area is used every session to provide practical opportunities for children to learn and develop in the fresh air. However, the organisation of lunchtime is not managed effectively to offer meaningful activities or learning opportunities.

Good systems are in place to observe, check and record children's learning and this information is used efficiently to plan for individual children's next steps. Consequently, children are competent learners making steady progress and benefit from their time in this setting.

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.	3

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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