

Buckingham Pre-School Playgroup

Inspection report for early years provision

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EY299049

Inspection date

22/04/2009

Inspector

Cordalee Harrison

Setting address

Buckingham Cricket Club, Bourton Road, Buckingham,
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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

Buckingham Pre-School Playgroup opened over 40 years ago and was re-registered in its current location in 2005. The pre-school operates from the cricket pavilion in the town of Buckingham in Buckinghamshire, it is managed by a committee of volunteers. The premises is comprised of a main hall, kitchen, washing and toilet facilities and cloakrooms. Children also have access to an enclosed outdoor area each day. The pre-school serves children from the local and surrounding areas. Opening times are 09.15 until 15.00 Mondays, Wednesdays and Fridays. On Tuesdays and Thursdays it opens from 09.15 until 11.45. The setting operates term times only. The pre-school is registered for a maximum of 20 children. There are currently 47 children aged from two on roll, all of the children are in the early years age range. The pre-school is registered on the Early Years and compulsory Childcare Registers. The pre-school supports children with learning, difficulties and/or disabilities. The setting employs six members of staff, all of whom work directly with the children. They all hold appropriate early years qualifications at level 2 or 3.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff use effective procedures to settle children into the pre-school; they work successfully with parents to identify each child's starting point and help children to build on what they know. The setting plans for inclusion and promotes each child's welfare and learning well. This means children make good progress overall in their learning and development, in consideration of their age, ability and starting points. The setting demonstrates good capacity for continuous improvement; all recommendations made at the previous inspection are addressed fully. For example, suitably qualified members of staff now supervise children's activities at all times.

What steps need to be taken to improve provision further?

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

- continue to develop challenges for individual children to be confident that each child's learning is consistently maximised
- continue to evaluate children's daily activities to ensure that the learning intentions are met consistently

The leadership and management of the early years provision

Leadership and management of the setting are strong and this achieves good outcome in all areas of the setting's activities. However, the process for evaluating children's daily activities is not consistent to be confident that learning intentions are always met. Ongoing training for staff, regular risk assessments, clear policies and procedures that are informative, up to date and relevant to the setting helps

all concerned with the provision to recognise that meeting children's welfare and learning needs are the highest priorities. Documentation required to safeguard and promote all children's welfare and learning are organised and managed appropriately; this ensures that they are completed properly and are readily available. The setting uses self-assessment effectively, there is clear evidence that the pre-school is striving to gain improvements for the benefit of the children. For example, priorities for improvements identified through self-assessment are used to inform the setting's action plan to ensure that they are achieved and reviewed in a timely manner. Effective partnership working with parents involves them in all levels of the setting's activities and decision making. For example, committee members, parent helpers and fund-raising are some of the roles that they fulfil. Staff and volunteers are clear about their roles and responsibilities in the setting. The setting encourages all of its users including the children to contribute their views to inform and develop policies and activities. In addition, the setting is developing good practices and procedures for professional working partnerships with other settings that children attend. Children are welcomed into a pre-school environment, where they are safe and secure; most make very good use of all of the space available to them, they increase their independence and enjoy the freedom of free flow between in and outdoor activities. In addition, staff have good knowledge of child protection issues and lines of communication to deal with any concerns about children's welfare and child protection issues. Staff are familiar with the Local Safeguarding Children Board's guidance.

The quality and standards of the early years provision

Children promote all areas of their learning in a calm and inviting pre-school environment. Staff are knowledgeable about the areas and aspects of learning; they plan and resource children's activities very well. This enables all children to make choices about their learning and to occupy themselves purposefully, with consideration to gender, ability and interests; children are beginning to set their own challenges. For example, they widen the gap between two objects and test their physical skills as they jump from one piece of apparatus on to the other, they are confident to ask for assistance to complete their chosen activities. Staff use interesting programmes of activities, such as 'spring and food' to help children to make a connection across all areas of learning. Children enjoy and achieve through many good quality first hand experiences; which helps them develop useful skills for the future. Although staff carry out regular observations of children, they do not consistently plan challenges for individual children to be confident so that each child's learning is maximised. Through topics, discussion and practice children learn about different aspects of health and hygiene. They eat healthy snacks and extend their learning, as they visit the supermarket to buy food, they begin to understand the value of money and interact with others in the wider community. They weigh, measure, estimate, and solve simple problems through practical activities, such as cooking. They further experience change and test their sense as the food they prepare changes in texture, temperature and smell. Children develop their understanding of the natural world as they visit local places of interest, such as the farm, allotments and parks. They use modern equipment, such as computers, cameras, binoculars, and magnifying glasses in their play. They explore their creativity in many ways; drawing, singing, dressing up and role play are everyday

play activities for them. Children behave well; this helps to create a pre-school environment where all children feel welcome and valued. Children are learning to care of themselves and their resources. For example, they know that they are not to run indoors and relate the reasons to slipping, tripping and harming themselves and others. They further develop their understanding of personal safety as they practise evacuation of the premises and explore issues around road safety, through practical activities and discussion.

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? | 2 |
| 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