

# Polegate Pre-School Playgroup

Inspection report for early years provision

---

<b>Unique reference number</b>	109485
<b>Inspection date</b>	20/01/2009
<b>Inspector</b>	Alison Weaver
<b>Setting address</b>	54 Windsor Way, Polegate, East Sussex, BN26 6QF
<b>Telephone number</b>	01323 482448
<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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## Description of the setting

Polegate Pre-School Playgroup opened in 1964. It operates from four rooms in a local community centre in Polegate, although not all rooms are available for every session. A maximum of 40 children may attend at any one time. The group opens five days a week during school term times. Opening times are from 09.30 to 12.45, which includes a lunch club for the older children. All children share access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register. There are currently 47 children from two to under five years on roll. Children come from a wide catchment area. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs 11 staff. Of these, seven staff and the manager, hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall, children play in a clean and safe environment where their welfare and learning needs are satisfactorily met. However, some of the arrangements for ensuring the safety of children have not yet been adequately addressed. Links with parents are good as there are many opportunities for them to be involved in children's care and education. Staff also work well with parents and agencies to give the necessary support to individual children with additional needs and to those from different backgrounds. Staff have effective procedures in place for the ongoing evaluation of the setting and are fully committed to continual improvement and development.

## 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 use of the observation and assessment process to ensure that individual children's learning priorities are identified and planned for
- implement a rigorous recruitment procedure that includes health checks to ensure that staff are suitable to work with children.

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

- implement a yearly risk assessment that is reviewed regularly to ensure the premises and equipment is safe for children (Suitable premises, environment and equipment)

27/02/2009

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

Overall, children are adequately safeguarded in the setting. Most of the checks needed to ensure adults are suitable to work with children are carried out; however, there have been no robust checks on the health of staff. The induction procedure is adequate and the necessary policies and procedures are in place to support staff in their role. Staff are aware of their responsibility to report any concerns they have about a child with regard to abuse. Most of the required documentation for the setting is in place and generally well maintained. In general, staff take appropriate measures to ensure children stay safe although the safety of hot radiators is not adequately addressed. Monthly safety checks and risk assessments on specific safety issues that arise are implemented. However, there is no rigorous yearly risk assessment carried out to fully ensure that every aspect of the childcare provision is assessed and all risks satisfactorily minimised.

Staff development is addressed through ongoing training and the reintroduction of basic yearly appraisals. The staff work well together and are encouraged to share their ideas and contribute to the evaluation processes used in the setting to help improve the provision for children and parents. Effective action plans are produced regularly to address any aspects they identify as needing development. The setting has made considerable improvements since the last inspection by addressing the issues raised.

The partnership with parents is good as staff work closely with parents and advisors to include and support children from all backgrounds. New parents are encouraged to share what they know about their child and this information is used by the key person to help plan activities. Staff use the 'Parents Voice' form at regular intervals to ask for contributions from all parents about how their child is developing at home so that their views can be included in the learning and development records. Parents are given copies of the curriculum plans and regular newsletters that help explain what their child will be learning. Daily verbal feedback is used to help parents keep up to date with how well their child is doing. For those parents unable to collect their child, the staff make good use of a 'home-school book' that indicates what the child has achieved. More formal feedback is provided at parent consultations where the records of children's progress are discussed fully with parents to keep them well informed.

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

Children are settled and happy in the setting. They build good relationships with adults and confidently approach them for support. Most children are confident speakers and are developing a good awareness of the link between sounds and letters. Some staff are more skilled than others at interacting effectively with children to extend their thinking and learning as they play and take part in activities. They get to know their key children by obtaining some helpful information from new parents about children's interests and abilities. Staff regularly observe and assess children's progress towards the early learning goals.

They have begun to identify next steps for individual children's learning and development to help all make progress. However, the use of these learning priorities in the planning is not fully developed.

Children have a number of opportunities to develop their independence. For example, they enjoy being helpers laying the tables for snack time. Their numeracy skills are promoted as they count the plates and cups. Staff organise the room well and provide a broad range of activities for the children to choose from. There are some opportunities for children to choose their own resources but these are not extensive. In general, the children are well occupied although there are a few times, such as when there is a change of activity, where children are not fully engaged. Children develop an understanding of appropriate behaviour as staff reinforce the 'Bee Rules' with them. They learn to share and take turns as they do group games and activities.

Children develop their physical skills as they use small tools such as scissors to cut play dough and build with different construction materials. They have fun outdoors playing with a wide variety of small and large equipment including resources that help them explore different types of weather including wind and rain. Children's health is promoted as they climb, balance and run in the fresh air. They eat healthy snacks and have easy access to water.

Children find out about the wider world as they visit the school to do pond dipping, go to a farm and have visits from a local zoo. They like to explore the objects in the treasure basket and use torches and telescopes. They learn about how to keep themselves safe as they do road safety role play in the outdoor area and are reminded by staff of the safety rules.

## 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>	3
How well does the provision promote inclusive practice?	3
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>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.