

Staplecross Pre-School Playgroup

Inspection report for early years provision

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| Unique reference number | EY382801 |
| Inspection date | 09/01/2009 |
| Inspector | Liz Margaret Caluori |
| Setting address | St. Mark's Church Hall, Northiam Road, Staplecross, ROBERTSBRIDGE, East Sussex, TN32 5QG |
| Telephone number | 07979481383 |
| Email | |
| 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 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).

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

Staplecross Pre-School Playgroup opened in 2008 and operates from the church hall, situated on the main road through the village of Staplecross. The group has use of the hall, toilets and a kitchen. There is a public play park adjacent to the premises which is currently used for outdoor play, although planning permission has been granted for a fully enclosed outdoor area which will be for the sole use of the nursery.

The group is registered on the Early Years Register and is able to accept a maximum of 12 children at any one time. There are currently 20 children on roll, of whom 11 receive funding for their nursery education. Children attend on either a full time or part time basis. The nursery is open Monday, Wednesday, Thursday and Friday from 09.15 to 15.00, and Tuesday 09.15 until 12.30, during school term times.

The playgroup employs five members of staff which a minimum of three present each day. The manager and deputy hold appropriate early years qualifications and one member is undertaking relevant training.

The group receives support from the local authority.

Overall effectiveness of the early years provision

Children thrive in the stimulating, friendly environment. They are happy, confident and are developing good self esteem as a result of the careful attention to identifying and meeting their individual needs. Safeguarding arrangements are generally appropriate and children are well supported to develop their social skills and to be independent in their learning. They gain great benefit from the commitment of the manager and staff team who continually review, and seeking to improve, all aspects of the service offered.

What steps need to be taken to improve provision further?

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

- improve safeguarding arrangements by revising the child protection policy to include details of the procedures to follow in case of an and allegation against staff and by improving the clarity of accident records
- consider reviewing the organisation of story times to offer greater support for older children to concentrate without being disrupted by the younger children
- increase the support for children to develop a knowledge and understanding of the world and promote their future development by increasing their opportunities to learn about diversity and by having more ready access to the computer

The leadership and management of the early years provision

The group has only been in operation for a short period and the manager and staff team have already begun the process of refining their practices in order to more fully meet the needs of the children attending. They also regularly discuss operational procedures to improve the overall organisation of the setting. The staff team are highly motivated and have a strong commitment to self-reflection and improvement. As a result, they operate using systems which are clear and efficient.

Good arrangements are in place to foster positive relationships with parents and carers. They receive a very friendly greeting from staff each day and are provided with a good range of written information. This keeps them informed of the day to day life of the playgroup. In addition, they are involved in contributing observations from home which are used to monitor children's progress and to plan for their next steps. The setting obtains details of any other professionals involved in delivering the Early Years Foundation Stage to children who attend. However, they have yet to establish communication in order to share observations of children's progress.

Staff with first aid qualifications are present at all times and there are also procedures in place to deal with any incidents of sickness. The setting maintains the required medication and accident records although there are some very minor weaknesses in their organisation and clarity.

The nursery has a comprehensive set of written policies in place. These are generally clear and up to date although there is a minor inconsistency in the information relating to the complaints procedures. In addition, the child protection policy does not contain guidance on the process to be followed should an allegation be made against a member of staff. Other than this, the arrangements for safeguarding children are satisfactory. The manager has attended advanced child protection training and is clear on her responsibilities to report any concerns. Children are further protected by the health and safety arrangements in place which include a thorough risk assessment.

The quality and standards of the early years provision

Children are developing very good personally hygiene and self-care skills. They routinely wash their hands before eating and after using the toilet and are learning how to dress themselves in coats, hats, scarves and boots in preparation for outdoor play. All snacks and lunches are brought in from home and parents and carers are encouraged to support the setting in promoting healthy eating. Children are encouraged to eat the most nutritious items first and have constant access to drinks.

Staff plan very effectively for the children's individual needs and competently identify their next steps. This ensures that children are making good progress in all areas. They enjoy the freedom that they have to explore and investigate their

environment and select their own activities. The hall is very attractively organised to stimulate children's imagination and there is a very good range of resources available for them to access independently. Children concentrate well as they play and often feel sufficiently relaxed to break into song. They benefit from the high level of attention they receive from staff who are skilled at extending their play without offering too much direction. In addition to the free play opportunities, there is also a focussed activity provided each day. These are very imaginative and varied, and successfully engage children's interest. Overall, the organisation of the day is very effective and offers a good mix of restful and more lively activities as well as both indoor and outdoor play. The story time is the only element of the day which does not fully meet the needs of all the children. Whilst the older children concentrate very well, the younger children sometimes become distracted which disturbs the story.

Children take part in activities to mark a range of festivals and special days but, other than this, the opportunities for them to learn about diversity are fairly limited. However, children are extremely well behaved and are polite, caring and sensitive to the needs of others. Appropriate procedures are in place to support children with additional needs and those who have English as an additional language.

The impressive support that children receive to develop their independence and social skills helps to promote their future economic well-being. They also have access to a computer, although this is not constantly available for them during free play session unless they ask a member of staff to switch it on.

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

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| 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

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| 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? | 3 |

Quality and standards

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| 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? | 3 |
| 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 |

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

Annex B: the Childcare Register

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| 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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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 registration.

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.