

Speckled Frogs Preschool Playgroup and Holiday Club

Inspection report for early years provision

Unique reference number	253082
Inspection date	26/01/2009
Inspector	Lynn Masterman
Setting address	The Village Hall, Beckingham, Doncaster, South Yorkshire, DN10 4QN
Telephone number	01427 848568
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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 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

Speckled Frogs Pre-school and Holiday Club registered in 1993. The playgroup is run by a management committee. The premises can be easily accessed and the group operates from two large rooms within Beckingham village hall. It is located in the residential area of Beckingham near Doncaster. Care is provided five mornings a week, from 09:15 to 11:45, with a lunch club available until 12:45. (term time and some school holidays) All children share access to a secure enclosed outdoor play area. The group serves children from within the local community area.

The group is registered to care for a maximum of 25 children under five years old at any one time. The setting is registered on the Early Years Register. There are currently 30 children on roll. Of these, 17 children receive funding for early education. The nursery employs four staff. All staff hold a relevant childcare qualification. The facility receives support and advice from the Nottinghamshire County Council's Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Children make good progress in all areas of their learning and have the opportunity to reach their full potential in a stimulating child-led environment. However, the system in place to identify the aims and objectives for specific activities linked to children's individual learning lacks sufficient detail. The setting actively promotes and totally inclusive environment where children's individual needs are given a high priority by knowledgeable staff who work effectively in partnership with parents. However, opportunities to gather information from other care settings to further enhance children's learning is not sufficiently explored. Staff have a strong commitment to continuous improvement and consistently reflect on their daily practice.

What steps need to be taken to improve provision further?

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

- build upon the links established with other settings providing for children in the Early Years Foundation Stage.
- develop further the system to ensure identified aims and objectives of the early learning goals is linked to the planning of activities and children's individual learning.

The leadership and management of the early years provision

The staff have a good understanding of how children learn through play and a growing awareness the Early Years Foundation Stage framework. There are effective systems in place to monitor and evaluate children's progress relative to

their starting points. However, the introduction of a new planning system to link the children's individual learning to specific aims and objectives of the early learning goals more is not yet fully established. Effective team work and a clear understanding of their roles and responsibilities helps to provide a well organised environment where children grow and flourish. A positive and friendly relationship with parents is a key strength to the continuity of children's care. They are kept fully informed of their children's progress and development through the use of daily diaries, discussion, newsletters and an informative parents boards. However, the systems to gather, share and utilize information from other settings who deliver the Early Years Foundation Stage to support children's individual learning is not yet fully established.

Staff have secure knowledge of the signs of potential abuse and the procedures to be followed to ensure children are fully safeguarded. Children's health and safety is given a high priority through a good range of well-written policies and procedures, which are regularly reviewed and implemented successfully by staff. Robust risk assessments ensure potential hazards are minimized for all areas of the premises both inside and outside accessed by the children. Planned venues are contacted and visited by staff, such as a visit to the garden centre. Staff request the venue to provide a detail plan of the area to ensure there is easy access to the necessary facilities, a list of any hazardous plants and a picture to help staff identify the plants.

All recommendations made at the last inspection have been addressed and successfully implemented. The manager and staff are a committed team and have a clear understanding of settings strengths and areas for development. The sharing of reflective practice is positively supported and encouraged. For example, through evaluation staff recognised the book corner was not sufficiently utilized and recognised by the children as a quiet area where children may choose to have some personal space. Staff provide small tents with soft cushions where children can choose to be by themselves. This area is to be further extended as children have the opportunity to use low barriers and soft drapes to create their own personal space. This helps children to feel safe and secure.

The quality and standards of the early years provision

Children's strong sense of belonging is successfully nurtured in a very happy and relaxed environment. They are listened to attentively by caring staff who respect their individuality and values their contribution. Staff recognise the children's transition from the home environment to the setting as an important part of their security. They respond to children's individual needs and know some children need familiarity as part of the daily routine to help them to feel secure. For example, some children like to sing particular nursery songs upon their arrival whilst others need to express their emotions through exploration and creative play. Effective communication with parents ensure they are fully informed on all aspects of their children's care and progression. All children have a book 'All about Me', which contains photographs about their development, achievements and experiences at the pre-school. This helps parents to take an active role in their children's learning in the home environment.

An exciting range of activities successfully assist children in their capacity for learning. Staff skilfully help children to develop their critical thinking and show prediction through the use of effective questioning techniques. The children freely experiment with different media and develop their own ideas. For example, they confidently explore colour as they make informed choices about the colours they choose to mix together. They add flour, oats, lentils and herbs. Staff talk to the children about how the consistency of the paint evolves from being runny to the mixture become thicker. The children describe the paint as being 'crunchy' as they add the oats. They recognise how the paint has a different smell as they add various herbs. Their learning is further extended as staff talk to the children about how herbs grow in the garden and how we might use them to add different flavours to cooking. The children love to make bubbles in the water play and are intrigued how the bubbles rise and they can observe the colours of the rainbow. Staff talk to the children how the bubbles are created by air when we blow and fade away as the air is released when they are touched.

Children develop a strong sense of identity and have lots of opportunities to recognise similarities and differences through everyday practice. For example, staff through discussion with the children record under each child's picture relevant information to share with their peers. For example, 'I need to be encouraged to eat more fruit ' and 'I like to play with the animals'. This helps children to recognise and respect individuality. Children's good health, safety and well-being is successfully promoted. For example, they use normal sized crockery and food in the home corner. They have access to cookery books about healthy eating and the children know vegetables are good for you.

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

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 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

Since the last inspection there have been no complaints made to Ofsted.

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.