

Sharnford Preschool Playgroup

Inspection report for early years provision

Unique reference number EY372199
Inspection date 10/03/2009
Inspector Hazel Christine White

Setting address The Evergreen Village Hall, Leicester Road, Sharnford,
Leicestershire, LE10 3PP

Telephone number 07794909197

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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).

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

Sharnford Pre-School Playgroup originally opened in 1997 and changed ownership in 2008. The setting is privately owned and managed. It operates from a large hall and two side rooms within the Evergreen Community Hall in the village of Sharnford in Leicestershire. The front of the building is accessed via a step and the side of the building has a disabled access. The group serves the local and surrounding areas. There is a fully enclosed play area available for outdoor play.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 23 children on roll, all of whom are within the early year's age range. The group opens five days a week during school term times. Sessions are from 9:00 until 11:45 on Monday and Thursday, 12:30 until 15:00 on Tuesday and 9:00 until 12:30 on Wednesday and Friday. Children are able to attend for a variety of sessions.

The setting employs six members of child care staff. All hold appropriate early years qualifications. The manager is currently working towards an Early Years Foundation Stage degree. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The uniqueness of each child is recognised and their individual needs are met through effective communication with parents. Children play and learn in an environment that helps them to make good progress in their learning and development. The setting is safe and secure and the environment suitably promotes children's welfare. Effective monitoring and evaluation of the provision enables staff to identify areas for continuous improvement. All required documentation is in place and well maintained, although minor amendments to some policies are required to ensure that the Early Years Foundation Stage requirements are fully met.

What steps need to be taken to improve provision further?

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

- extend risk assessments to include outings
- review child protection procedures to ensure they are fully in line with the Local Safeguarding Children Board (LSCB) procedures.

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

- devise and implement a system for keeping a written record of complaints and their outcome. (Safeguarding and welfare, also applies to parts of the Childcare Register)

18/03/2009

The leadership and management of the early years provision

The staff work well as a team, they are enthusiastic, dedicated to their work and are deployed effectively. They put great effort into making the setting environment child friendly as it is a multi-purpose building and everything has to be put completely away at the end of each day. Children receive good supervision and ratios are well maintained throughout the session. All staff are qualified and experienced. The manager has attended the Early Years Foundation Stage training and this knowledge is shared with other members of the team. Additional training has been planned to ensure that all staff keep their professional skills updated. They are committed to ensuring that children's individual care and learning needs are fully supported. Secure systems are in place to monitor and evaluate the provision to identify priorities for improvement, this takes into account the views of parents and staff. Consequently this has a positive impact on the overall quality of the provision.

An effective recruitment and induction programme together with comprehensive vetting procedures ensure that all adults working with the children are suitable to do so. On-going suitability of staff is monitored through an appraisal system, whilst regular staff meetings are held to ensure staff have ongoing opportunities to discuss their practice, views and ideas. All documentation is in place, although some minor amendments are required to ensure the Early Years Foundation Stage requirements are fully met. Policies and procedures generally underpin the good practice of the setting and these are clearly implemented by all staff, although they are less secure in their knowledge of keeping a complaints record. Staff have a clear understanding of their responsibility to keep children safe from harm and neglect and of the procedures to follow in the event of a child being abused. However, child protection procedures are not fully in line with current legislation. Risk assessments are completed to ensure the environment remains safe for children. They do not currently include outings and this means children's welfare is potentially at risk when they are off site.

The setting works well in partnership with parents and carers to ensure children's individual needs are fully met. Clear information is gathered from parents about their child before they start so that children's individual interests and needs are known. This means they settle readily and feel secure. Written information and verbal feedback ensure parents are informed of their child's progress. Parents speak highly of the setting and staff, they ensure their child receives a good quality learning experience. Staff have a positive attitude to liaising with other providers delivering the EYFS and they are beginning to make effective links with the local school in order to further support children's learning.

Secure systems are in place to monitor and evaluate the provision to identify priorities for improvement; this takes into account the views of parents and staff. Areas for development are accurately targeted and this positively impacts on the overall quality of the provision.

The quality and standards of the early years provision

Staff have a good knowledge and understanding of how children learn from active play and exploration. A balance of adult-led and child-initiated activities allow children to learn at their own pace whilst enabling staff to provide support. Children have a wide variety of opportunities and experiences to help them make progress across all areas of learning. Individual planning is based on children's interests and this ensures that every child is challenged and enjoys taking part. Each child has an assessment record called a 'learning journey' which clearly identifies children's progress and their next steps.

Children enjoy looking at books and they participate enthusiastically in well-read stories, confidently joining in and answering questions about what happens next. 'Big Red Bath' is a favourite and children are delighted to shout 'splish, splash, splosh' at the appropriate time. Pre-school children choose their own books from the mobile library which regularly visits the setting. They are good communicators and early writing skills are developing well. Children use role play situations to write letters, lists and make appointments. They learn that letters and postcards are delivered to their door and have great fun dressing up as mail workers.

Children are confident and display high levels of self-esteem. Staff frequently offer praise and encouragement for their efforts. Children are proud of their art work and are eager to take their creations home at the end of the session. Social skills are developing well as children are encouraged to join in activities and are learning to share popular toys and to tidy away equipment. They begin to learn about their own cultures and those of others. Children learn about themselves and the wider community through everyday play, discussions and a range of planned activities. For example, resources throughout the group show positive images of diversity and children explore a range of religious and cultural festivals through stories and creative activities. Any special requirements are considered to ensure the specific needs of children with learning disabilities and/or difficulties are recognised and sensitively met.

Staff teach children about keeping safe because they provide simple, but clear explanations to help them understand. For example, they remind children to be careful when climbing the steps of the slide and this helps children to play safely. Staff provide lots of opportunities for children to participate in physical activity, both indoors and outside. Children enjoy running around the hall and moving to music. The outdoor space is used well to effectively enrich children's learning in all areas. For example, insects are examined with magnifying glasses and children measure the water that has collected in the rain catchers that they make.

Children have easy access to drinks at all times and enjoy healthy snacks of fresh or dried fruit. They attend a luncheon club once a week whereby they eat packed lunches that have been provided by their parents. Clear information is gathered about children's dietary requirements and this ensures they can eat safely. They are learning about hygiene through discussion, planned activities and following the good example set by staff. Staff ensure they can respond appropriately if a child

becomes ill or has an accident and all, with the exception of one, has a current first aid certificate.

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?	3

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?	3
How well are children helped to be healthy?	3
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

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Procedures for dealing with complaints) 18/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Procedures for dealing with complaints) 18/03/2009

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.