

Northway Pre-School Playgroup

Inspection report for early years provision

Unique reference number 101573
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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

Northway Pre-School Playgroup is a well established setting, run by a voluntary committee. The Playgroup is registered on the Early Years Register for a maximum of 52 children. There are two separate classes, one for the nursery playgroup operating out of one of the classrooms in the infant school and the pre-school playgroup which meets in its own large, open-plan building sited in the Children's Centre adjacent to the infant school. There is easy access for all to both classrooms. Both classes have good access to a safe playground area for outdoor play and exploration. There are currently 44 children from two years to under five years on roll, of whom 41 are in receipt of nursery funding. Some of the children have learning difficulties and or disabilities and a few have English as an additional language.

The playgroup is open for 15 sessions per week Monday through to Friday from 9am to 12pm. The pre-school operates two consecutive sessions each day on Monday, Tuesday, Thursday and Friday, session one from 9am - 12pm and session two from 1pm - 3pm and on Wednesday session one, 9am - 12pm and session two 12:30pm - 3:30pm. Children stay all day including the lunchtime. Most granted children receive the full 15 hours a week. The other children on average attend three sessions per week. Six staff work with the children, two are full-time and the others work part-time. Four have early years qualifications, one is about to be qualified and one is waiting to start a qualifying course. The play school also has an administrator sited in the infant school. Rota parents provide additional help. Support is received from infant school staff and the advisors from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Northway provides a safe, secure and happy environment for all its children. Parents have a high regard for the good work that staff do with the children. All children including those with English an additional language and those with learning difficulties and/or disabilities are fully included in all the interesting and stimulating activities. There is good evaluation of what goes on and what needs to change, showing that the leaders and managing committee have a good capacity to improve the provision. Children love it here and their laughter can be heard throughout the session as they happily play and learn.

What steps need to be taken to improve provision further?

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

- improve the outside environment for nursery and preschool children to reflect the exciting learning in the classrooms
- ensure all children have access to drinking water throughout the session
- improve the usefulness of the self evaluation form by ensuring summative judgments are recorded along with the statutory requirements section

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

- make a record of who collects children from the settings (Safeguarding and promoting children's welfare)

04/03/2009

The leadership and management of the early years provision

The playgroup leader and the nursery leader have a good working partnership. All staff work hard and as a team they look to improve their practice to ensure the children are happy, safe and discover excitement in their learning. They are continually looking to improve the provision and quite rightly have identified the outside learning environment as a priority for both classes. They have started to think about the provision and what they want to offer the children and the layout of the grounds. The setting has addressed all the recommendations from the previous report. Mark making is now well established in all areas of learning and has been identified for the outdoor provision. Since the last inspection the pre-school class has moved into purpose built accommodation in the new Children's Centre. Routines and learning areas are well set up and contribute to the welcoming and purposeful atmosphere. The staff have made the classroom attractive by displaying children's work and posters that help to remind children of the setting's rules and learning prompts.

All staff helped to complete the self evaluation form and make judgements but they did not appear on the form neither did the completion of the Statutory Requirement boxes. The requirements of the Early Years Foundation Stage have been adopted and the setting is working well with the new requirements. This shows that the setting has the capacity for continuous improvement. The playschool is managed well by an active committee. The administrator keeps the paperwork up to date. All policies are displayed for parents to see.

The importance of regular training to ensure the playschool improves is well understood and embraced by all the adults. The staff training certificates are proudly displayed for all to see. Effective safeguarding policies and procedures make sure the children are well protected. There is no check however, of who collected children at the end of a session. Visitors to either the nursery or the playschool have to sign in twice; once to get into the building and a second time into the classrooms.

Planning documentation in response to the new development matters is developing well. The staff take into account children's needs and interests. However, when there is an adult lead activity, there is no indication on the plan who will be responsible for that work. The observations and recordings of children's achievement are kept in well organised files and are regularly looked at with the parents. The special needs coordinator is very experienced and has a great deal of patience, understanding and expertise; this helps children to progress as well as

their peers. Those children who have English as an additional language also make good progress because of the individual attention they are given to help them acquire English vocabulary.

There are excellent relationships with the parents. They feel comfortable to leave their children and go to work knowing that they will be safe, happy and enjoying themselves. Parents appreciate the information they receive and know their key worker well. The links with the infant school are outstanding. The playschool have enjoyed these close links since 1973. The links with other providers of pre-school education and those with the newly opened children's centre are equally as strong.

The quality and standards of the early years provision

Children love to come to the setting showing how much they are enjoying themselves by the laughter and fun they have with each other and the staff. Staff plan interesting tasks and activities for the children to do responding to the children's interests and needs. The table top games are firm favourites and staff sit with children to extend their vocabulary and knowledge of the world. For example children loved the African animals and they learn about camouflage as the children helped the zebras and lions to walk and stalk in the grasslands. They listen to adults very carefully and are prepared to ask and answer questions. Role play in the home corner is another firm favourite and they like adults to join them in their make believe. This intervention helps to sustain and develop the creativity further.

Staff encourage children to be independent and make choices. Many of the resource are at a height where children can access them easily. Children are also expected to put back the resources afterwards. Staff and children really work well together. This was evident in the way the pre-school was clear and tidy at the need of the session ready for the following day.

Children have a time to go outside and exercise. They learn about what exercise does for their bodies when they run and use the wheeled equipment on the school playground. The outside area however does not promote learning and development across the six areas of learning. The outside is not exciting or child friendly. Staff are fully aware of the need to urgently develop the immediate outside areas.

Staff are thorough and evaluative when they make observations of the children to assess their development against the development matters but this is at an early stage. They realise the value of ensuring that children's learning is progressive and meets their needs and interests. There are opportunities for children to mark make and recognise common words and their own name. Children are well prepared for the next steps in their education.

Children really enjoy their sessions and the caring, learning environment; they share play well together and laugh at themselves and at each other. The welfare is at the heart of this setting. The staff know how to keep children safe and keep up to date with their safe practices. There is a good balance of child initiated activities and adult lead tasks. In this happy comfortable environment children behave well

because they know what is expected of them. They understand why they must wash their hands before eating, after going to the toilet and why they must blow their noses when they have a cold. Children have to wait until snack time for a drink or request a drink from an adult. This does not promote independence or give children a choice. Snack times and lunch times are used well to promote healthy food and foods from other parts of the world. As one mother said 'He will eat things here that he won't do at home'.

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?	1
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

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.