

# Helpston Playhouse And Under Fives Pre-School & Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	256770
<b>Inspection date</b>	20/03/2009
<b>Inspector</b>	Lynn Brewster

<b>Setting address</b>	The Mobile John Clare Primary School, West Street, Helpston, Peterborough, Cambs, PE6 7DU
<b>Telephone number</b>	01733 253243
<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).

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**

Helpston Playhouse, Under Fives Pre-school and Out of School Club opened in 1972 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting operates from a purpose built mobile building in the grounds of John Clare Primary School in Helpston, Peterborough. The setting serves the local community, surrounding villages and, increasingly, the wider community. A maximum of 20 children may attend the pre-school or out of school club at any one time. The pre-school opens daily from 09.15 until 12.15, term time only. There are currently 23 children aged from two and a half to under five years on roll. Of these, 17 children receive funding for early education. The pre-school employs four members of staff. Of these, three hold appropriate early years qualifications. A parent and toddler group meet on Thursday afternoons between 13.45 and 15.00. The out of school club opens from 08.00 until 08.50 and 15.30 until 17.30, except on a Friday when the club opens at 14.30, term time only. There are currently 25 children on roll. The out of school club employs two members of staff. Of these, one holds appropriate play work qualifications and one is working towards a qualification.

All children share access to a secure enclosed outdoor play area. The setting is equipped for child and adult wheelchair access via a ramp and double doors. The pre-school shares relevant information with other nursery providers. It facilitates supervisor mentoring for other pre-school settings and liaises with the primary school on the same site, often sharing in school routines and events. The setting can support children with learning difficulties and/or disabilities and those who speak English as an additional language.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. Children's needs are met exceptionally well. All children are valued as individuals and inclusion is extremely well promoted through the work of the staff and the wide range of activities provided. Excellent detailed planning and ongoing assessment by keyworkers is shared very successfully with parents who are keen to participate in their child's learning. Committed and skilled staff ensure that children are safe while they learn in an exciting and stimulating environment. The setting knows its strengths very well and are enthusiastic about their plans for development. They are outstanding in their quest to continually improve and provide the best they can for the children in their care.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- implement plans to extend the use of information and communication technology facilities to enhance learning further in basic skills of literacy and

numeracy.

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

Leadership and management is outstanding because the experienced and highly motivated manager and her skilled deputy manager, keyworkers and committee all work together to ensure children get off to the best start possible. They are continuously seeking ways to improve their provision and their ongoing self-evaluation process has had a significant impact on children's progress. Planning and assessment is rigorous, professional and shared with parents. The deputy manager liaises very well with the area Special Educational Needs Coordinator to ensure children who need extra support in their learning are identified early. Good links also exist with other local pre-schools and partnership with the local primary school is excellent.

The atmosphere in the pre-school is one of high expectations and purpose alongside a sense of fun and real enthusiasm. There is a well-established culture of continuous staff development which includes training, peer appraisal and supervision of activities on a rota basis. All recommendations made as a result of the last inspection have been addressed. Systems for parental consent regarding emergency medical advice and/or treatment have been strengthened. Child protection training is kept current through a staggered training programme. A clearer process and record of who is on site at any one time is now embedded in practice. A computer and software for children's use has been installed alongside a system which ensures all children have the opportunity to use it. The setting has rightly identified that there is scope to use information and communication technology opportunities even more effectively to promote children's learning in the basic skills of literacy and numeracy. The pre-school has been successful in its bid for new capital and plan to develop their existing outstanding provision in new purpose-built premises and outdoor area.

Partnership with parents is first-rate. They are very well-informed about their children's progress and parents are keen to take part in fundraising activities and outings. They speak exceptionally highly of the pre-school, its staff and committee 'it is fantastically well-led' and 'the committee is amazing' were among the many positive comments expressed by parents.

Children are safeguarded well. All adults working with children are vetted carefully and appropriately qualified. Children are well-supervised and cared for and policies to keep children safe are in place and regularly reviewed.

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

The quality and standards of the early years provision is outstanding. Children are confident in their choices of activity and know they must ask an adult to supervise them on equipment that may pose a hazard, for example the trampoline or wheeled vehicles. They are sensible when moving about but on the odd occasion

when a minor accident does occur, for example when scraping a finger, they readily seek help from a keyworker. Children know what to do in a fire drill and why these are practised. They are taught very well how to look left and right before crossing a road. Staff take great care to teach children about how to keep healthy and children understand why they must wash their hands after going to the toilet or before eating. They can talk about their muscles and that, when they jump, walk or run, they are using them. Children's independence and social skills are promoted outstandingly well. As a result, children take turns to sit at the snack table and can pour their own drink from a covered jug. When playing a game with others, they co-operate extremely well with each other, for example when rolling a coloured dice to see what 3-D shape they must add to their tower.

Children enjoy the many exciting, well-planned adult-led and child-chosen activities. They learn to use materials such as scissors, glue, tissue paper and card when making Mother's Day cards and learn techniques such as cutting, sticking, twisting and pinching to create flowers for the cover. Mark making and emerging writing is evident in the messages children write to their mothers and adults encourage children to think about what would make their mums happy. Skilled questioning from the adults help children to think for themselves and increases confidence in choices they make. Children can choose to take part in the many excellent activities on offer outside, which include opportunities to exercise, read, create music, dig, paint, build, and so on. Planning for children with learning difficulties and/or disabilities is incorporated very well into daily planning, for example taking part in concentration games before story time. Children who are able to learn at a faster pace are also provided for very well. Staff make their own resources and follow the child's own interest where possible so that these children, for example can explore higher numbers or more challenging phonics.

There are excellent opportunities for children to develop socially, for example when going shopping to buy groceries, paying for items that are then put into baskets and sorted, or when cleaning the kitchen area and putting items back on the shelf during a tidy up session.

Colourful and informative displays remind children about what they have learnt, for example, knowledge about empty/full, hot/cold, smooth/rough, heavy/light, less than/more than had clearly been explored with children through excellent discussion. A variety of planned creative work undertaken by children is celebrated in a wonderful 3-D display showing 'opposites' while another outstanding display shows the numbers of animals involved in the song about 'Old MacDonald's Farm and reflects the various creative media and techniques used by children.

Notes and photographs are used exceptionally well to keep track of each child's progress within the six areas of learning and this information is shared regularly with parents. Ongoing professional assessment of children's progress is a strength of this pre-school setting and provides secure evidence for next steps in each child's learning.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 B: the Childcare Register**

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

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

## **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.