

The Playcentre Pre-School Playgroup

Inspection report for early years provision

Unique reference number	512675
Inspection date	17/06/2009
Inspector	Thecla Grant
Setting address	Lidgett Park Methodist Church, North Park Avenue, Leeds, West Yorkshire, LS8 1HG
Telephone number	0771 2847753
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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

The Playcentre Pre-School Playgroup has been operating for 43 years. The group registered with Ofsted in 2001. It is a privately run group, situated in Lidgett Park Methodist Church Complex, where it has the use of two large play room and the hall. Children have access to an enclosed outdoor play area. The pre-school playgroup is situated in the Roundhay area of Leeds. It is open each weekday from 09.00 until 12.00 providing sessional care, term time only.

The group is registered on the Early Years Register. A maximum of 40 children may attend the setting at any one time. There are currently 59 children aged from two to under five years on roll, the setting currently supports a number of children with learning disabilities and who speak English as an additional language.

There are 13 members of staff, all working part-time, of these, six hold appropriate early years qualifications. Two members of staff have recently achieved Early Years Professional Status and are graduate leaders. There are also two qualified teachers.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children make good progress in their learning and enjoy their time in the setting. Good arrangements exist to ensure their safety and health and most staff are aware of safeguarding issues. Effective links with parents help to involve them in their children's care and education, and documentation in place are inclusive for those children who attend, although the register is not recorded according to legal requirements. Adults identify children's need for additional support as early as possible and share information and records with parents. Plans for the future are well targeted, to bring about further improvements to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- make sure all practitioners have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedures appropriately.

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

- keep a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation).

25/06/2009

The leadership and management of the early years provision

Children are cared for in a welcoming environment and independently access the wide range of resources provided for them to develop their learning. Adults caring for children successfully strive for improvement to provide high quality care and education. They have some input in monitoring the provision through staff meetings, which are also used to cascade training courses attended by staff members. Improvements shown since the last inspection, such as, drawers for each child's artwork, profiles and comfort items from home shows that the setting has a strong capacity for continuous improvements.

Effective links are developed with schools to promote the integration of care and education. For example, staff share children's summative reports with their nominated schools and welcome visits from their teachers as part of a settling in procedure. Further to this systems are in place for additional support from outside professionals to effectively promote inclusive practice, so that all children have their welfare needs met and achieve as well as they can.

All records required for the safe and efficient management of the early years provision are in place, for example, risk assessments, emergency logs and daily registers, but not all are accurately recorded. Systems in place actively promote children's health and well-being, including those to prevent the spread of infection and those taken when children are ill. For example, staff have successfully completed their paediatric first aid training. Staff work in partnership with parents to safeguard children, but not all staff have a secure knowledge of child protection issues and procedures. Parents and carers are encouraged to be involved in their children's learning and development and share what they know about their child, especially when their child first starts to attend.

The quality and standards of the early years provision

Children make significant gains in their learning and have consistently good and often excellent levels of achievement in relation to their capabilities. As a result, they make excellent progress toward the early learning goals. There is a very good balance of adult led and child led activities that results in children being active learners, and think critically. Children show increasing independence in selecting and carrying out activities, showing confidence linking up with others for support and guidance. They show keen interest in number problems, such as, how many pieces of play dough there is when it is cut into four pieces. They calculate how many more children they need at the table when the play dough is cut into five pieces and are beginning to learn the names of intricate sizes, such as half and quarter. Children enjoy the music and movement, and story sessions at the end of the day.

Children's understanding of the wider world is effectively demonstrated through their play and communications. For example, children's interest in the fire service is developed into a large scale outdoor activity, where children's imaginative development thrives. They dress up in fire costumes and use hoses and child size

water extinguishers in their play. They wear oxygen masks and discuss this is to stop the smoke from getting into their mouths. They stand in the fire truck and turn the wheel accurately to the direction that the pretend fire is. Children thoroughly enjoy this activity and play for a good period of time. Children learn about growing things and are currently tracking the growth and changes of the caterpillar into a butterfly. This is extended into an arts and craft activity from a related story.

Children are provided with activities for them to experiment with writing, for example, the office area, which younger three-year-olds confidently use to mark make, they then post their letters in the post box provided. Further to this they attentively play with the small world play people, some of which positively represent race and disability. Children at the painting table feel the texture of the paint as they enjoy the structured hand printing activity. All areas of children's physical development are catered for as they play with the wide range of resources and activities in the garden. For example, they thoroughly enjoy using the bikes and scooters and playing the hula hoop and ball games. As a result, children receive an enjoyable and challenging experience across the areas of learning.

Information from observations and assessment is purposefully used to ensure that children achieve as much as they can in relation to their starting points. Further to this the impact of involvement of parents, other agencies and providers effectively enhance children's learning and development. Steps taken to safeguard and promote the welfare of children are mostly good and children learn to behave in ways that are safe for themselves and others through what they learn. For example, children have a good understanding of what to do in emergencies and learn about trip hazards by clearing their toys away after play. Children also understand and adopt healthy habits, such as good hygiene practices, and are well cared for if they have an accident or become ill whilst on the premises because staff are trained in administering first aid.

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?	3
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?	1
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?	1
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

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